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IDENTIFIERS	*Partnerships in Education; *Truck Drivers

ABSTRACT

A cooperative training network was developed by West Hills Community College (Coalinga, California), in conjunction with government agencies/private businesses, to train students in truck driving skills. Emphasis was placed on training women, members of minority groups, and disadvantaged persons. During the project, an advisory council was established with business and industry representatives, the curriculum for the truck driving program was redesigned to include a competency-based format and driving recommendations set by the Professional Truck Driving Institute of America, government/industry partners were recruited and cross-trained at workshops, approximately 80 students were trained, and the program was evaluated. Program evaluation showed that the program was very successful in meeting its objectives, except that it fell short in recruiting the number of minority group students (30 percent) and females, handicapped, and otherwise disadvantaged students (30 percent) specified by the project proposal. (This document includes a program evaluation report, baseline management and operational plans, evaluation forms, a newsletter and promotional materials, course information and participant evaluations, partnership agreements, intake instruments, job placement forms, industry survey, sample quarterly report, and administrative information.) (KC)

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WEST HILLS COLLEGE

COOPERATIVE TRAINING NETWORK

FINAL PERFORMANCE

and

FINANCIAL STATUS REPORT

ED CONTRACT NO.: V199A90155

Funded by:
Office of Vocational and Adult Education
U.S. Department of Education
Cooperative Demonstration Program (High Technology)
Program Officer - Richard DiCola
Grant Speciaist - Juanita Bowe

September 28, 1990

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Addendum to Final Performance Report for Grant #V199A90155

Only copies of the "Dissemination Workbook" and the "Annual Evaluation" have been disseminated along with the 13 page "Performance Review" for this grant. Copies of these three items have been disseminated to the Western Curriculum Coordination Center of the National Network for Curriculum Coordination in Vocational-Technical Education and to ERIC. The other items cited under the "Source Documentation" sections of the "Performance Review" were too voluminous to photocopy and disseminate.

For those interested in examining "Source Documentation" items that have not been disseminated, a full copy of the Final Performance Report is being maintained by the Office of Vocational and Adult Education. This copy includes all "Source Documentation" items as well as the orientation video mentioned on page i of the "Final Performance and Financial Status Report." Anyone wishing to examine or copy "Source Documentation" items that have not been disseminated should contact:

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December, 1990

Cooperative Training Network

Final Performance and Financial Status Report

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A - Quarterly Reports

B - External Evaluator's Report

C - Agency/Businesses Roster

D - Sample Brochure Materials

Introduction

The Final Performance and Financial Status Report is organized in the following manner:

-**OBJECTIVES** are written as they appeared in the original proposal, followed by EXPECTED OUTCOMES, ACCOMPLISHMENTS and SOURCE DOCUMENTATION for each. The majority of the 'source documentation' notations refer to the project's quarterly reports which are included in Attachment A.

-**EVALUATION** measures are reviewed and discussed. The external evaluator's complete report is enclosed in Attachment B.

-**EMPLOYMENT OPPORTUNITIES** are explained in this section and reference is made to a roster of agencies and businesses that were involved or solicited in some way by the project, see Attachment C.

-**DISSEMINATION** was a central focus of the project and discussed in detail in this section. An orientation video is being forwarded with the report, along with project folders, flyers and brochures, see Attachment D. It is noted that the Dissemination Workshop booklet is included in the Quarterly Report attachment, page 397.

-**FINANCIAL STATUS** lists all line-items and shows approved and actual expenditures for federal, district, and in-kind sources.

PERFORMANCE REVIEW

Objective 1:

By October 1988, establish a **Cooperative Training Network** Advisory Council with representatives from a minimum of nine public/private agencies to plan, coordinate and review project activity on a monthly basis.

Expected Outcomes:

1. An active advisory council representing WHCCD, PIC, ROP/C, SER, Displaced Workers, and business/industry which meets monthly, with at least a quorum present at each meeting during the 18 months of the project.

2. Reports (i.e. minutes, correspondence and records) of all curricular, programmatic and industry activities, detailing components, reviewed component designs and evaluation results, particularly as they relate to promoting gender equity and services for the disadvantaged, handicapped, and limited English-speaking students.

Accomplishments:

A representative Advisory Council was established and met monthly. A much broader business and industry group than originally designed became involved in the council.

Information regarding educational needs and available human, financial, and material resources were gathered from project partners. The information included local, regional, and national sources. New resources (e.g. state funds and industry donations) to meet identified needs were sought and discussed. The council acted as a catalyst for matching needs to resources. Using the mail service, telephone calls, and direct interaction, this information was disseminated to the constituencies involved in the partnership.

Source Documentation:

1. **Meeting Announcements** (Cooperative Training Network Outgoing Correspondence file)

2. **Advisory Council Agendas for Meetings** (Quarterly Reports pages 5, 14, 43, 51, 104, 107, 111, 183, 186, 189, 192, 271, 275, 282, 345, 350, 359)

3. **Advisory Council Meeting Minutes** (Quarterly Reports pages 7, 15, 44, 48, 52, 105, 108, 112, 184, 187, 190, 193, 272, 276, 283, 346, 351, 360)

4. **Advisory Council Meeting Evaluation Results** (Quarterly Reports pages 76, 78, 80, 140, 142, 215, 216, 217, 219, 289, 291, 366, 367)

Objective 2:

Redesign the curriculum for the Truck Driving Program to include competency-based format and driving recommendations set by the Professional Truck Driving Institute of America.

Expected Outcomes:

1. Designated modules of learning which propose a course of study for the achievement of industry competencies necessary for a truck driving career.

2. A competency-based format for the curriculum that specifies the number, description, and testing mechanism for each competency (skill level), as well as, a mid-point and completion point for the course.

3. Consultation with the Professional Truck Driver Institute to verify that proposed training competencies meet the general industry standard for safe driving practices that enhance the knowledge factor and safety consciousness.

4. A step-by-step written narrative of the curriculum revision process designed for replication at WHCCD and other colleges/schools.

Accomplishments:

West Hills Project Staff matched the proposed curriculum for attainment of each skill with employer needs to determine that minimum qualifications are included in training curriculum. Next, the skill level to be attained at midpoint and completion was determined.

The course outline, testing mechanism, midpoint, and completion information was submitted to the Private Industry Council's (PIC) Skills Training Task Force composed of a PIC staff member, a STP staff member, an EDD representative, a Direct Service Provider staff member, and an industry representative. The course outline, testing mechanism, midpoint, and completion were approved and became part of the Skills Training Agreement entered into by West Hills College and the Private Industry Council.

Source Documentation:

1. March 15, 1989 Advisory Council Agenda Item 3.2 - **Bridging the Gap for Industry** (Quarterly Report page 14); Advisory Council Minutes (Quarterly Report page 16)
2. April 17, 1989 Advisory Council Agenda Item 3.1 - **Professional Truck Driving Institute of America (PTDIA) Overview** (Quarterly Report page 43); Advisory Council Minutes (Quarterly Report page 45)
3. April 17, 1989 Advisory Council Agenda Item 3.3 - **Establishing Guidelines for Skill Training/Work Experience Equivalence** (Quarterly Report page 43); Advisory Council Minutes (Quarterly Report page 45)
4. **Basic Truck Driving Course Description** (Quarterly Report pages 88, 89)
5. In the Dissemination Workbook (Quarterly Report page 397) there is a section (Workbook pages 23-53) which provides detailed information on curriculum.
6. **Apprenticeship Awareness for Greater Access** (Quarterly Report page 93 and 94)
7. **Advance Truck Driving Mini-Survey** for curriculum revision (Quarterly Report pages 337-339)

Objective 3:

Identify six project partners to perform one or more of the following program areas: recruitment, intake, referral, assessment, orientation, skill training, competency analysis, placement, and follow-up.

Expected Outcomes:

1. Written cooperative work agreements and/or memorandums of understanding on file to provide documentation that formal collaborative efforts were established.
2. Unduplicated program resources (except in the instances where different groups or geographic areas are served).

Accomplishments:

Through a process of rational discourse, Network agencies decided which group would perform specified activities. West Hills College provided the skills training, the PIC provided the criteria for the competency-based curriculum; the ROP/C provided input in cross-training activities for staff members; SER conducted rural outreach and referral; the Central Labor Council Displaced Worker Project referred older and non-traditional students; and business and industry worked cooperatively with project staff in student job placement and generating industry support and donations. Cooperative Work Agreements were signed by fifteen Network Partners.

Source Documentation:

1. **Summary of Project Operation** (Quarterly Report pages 11, 12)

2. In Cooperative Training Network files there are eight signed **Cooperative Work Agreements** from Industry and seven Cooperative Work Agreements from Employment and Training Agencies (Quarterly Report pages 257, 258, 259, 260).

3. **Employment and Training Information** (Quarterly Report pages 27-33)

4. April 17, 1989 Advisory Council Agenda Item 3.2 - **Industry Involvement in Final Phase Testing** (Quarterly Report page 44); Advisory Council Minutes (Quarterly Report page 45)

5. May 17, 1989 Advisory Council Agenda Item 3.3 - **Student Referral Process** (Quarterly Report page 48); Advisory Council Minutes (Quarterly Report page 49)

6. **Cooperative Training Network Advisory Council Goals and Objectives** (Quarterly Report pages 6 and 7)

7. **Cooperative Training Network Service Matrix Dissemination Workbook** (Quarterly Report page 397, Workbook pages 10 and 11)

Objective 4:

Conduct six cross-training workshops for agencies participating in the **Network** at which, training programs, labor market trends, and similar occupational partnerships for targeted student populations will be discussed and assessed.

Expected Outcomes:

1. The ability of staff members involved to provide accurate information and appropriate referrals to program participants (i.e. students).

2. A structured opportunity for line staff at participating agencies to directly interact and exchange information about project and proposed activity.

3. A prioritized list of other demand occupational programs to convert/develop for future addition into the **Cooperative Training Network.**

Accomplishments:

Due to the vast geographical district that Network partners traveled to attend meetings, it was decided to combine cross-training information with monthly Advisory Council meetings. Each meeting incorporated training topics that were discussed at length.

Cross-training workshops were held to assist partner agency staff understand more fully the operations of **Network** agencies. The general public and pertinent members from industry were invited to speak to the group and invited to help publicize the project's activities.

Source Documentation:

1. February 15, 1989 Advisory Council Agenda Item 2.2 - **On-the-Job Training Component** (Quarterly Report page 5), Advisory Council Minutes (Quarterly Report page 8; January 31, 1990 Advisory Council Agenda Item 3.1a **Quality Job Placements** (Quarterly Report page 271), Advisory Council Minutes (Quarterly Report page 274); Advisory Council Agenda Item 3.1b **Review Sample Employment and Training Agencies OJT Contracts** (Quarterly Report Page 271), Advisory Council Minutes (Quarterly Report Page 274); February 27, 1990 Advisory Council Agenda Item 2.3 **Insurance/Tax Credit, Worksite, and Student Selection/Support Services** (Quarterly Report Page 275), Advisory Council Minutes (Quarterly Report Page 277)

2. March 15, 1989 Advisory Council Agenda Item 4.1 - **Central Labor Council Displaced Worker Project** (Quarterly Report page 14); Advisory Council Minutes (Quarterly Report page 17)

3. March 15, 1989 Advisory Council Agenda Item 4.2 - **Fresno Regional Occupational Center** (Quarterly Report page 14); Advisory Council Minutes (Quarterly Report page 17)

4. June 14, 1989 Advisory Council Agenda Item 3.2 - **Curriculum Modifications in Response to Changing DMV Standards** (Quarterly Report page 51); Advisory Council Minutes (Quarterly Report pages 53 and 54)

5. September 27, 1989 Agenda Item 3.1 - **Insurance Underwriting** (Quarterly Report page 111)

6. April 25, 1990 Agenda Item 3.1 - **Employment and Training Agencies' Role in expanded Truck Driving Course** (Quarterly Report page 345)

7. June 20, 1990 Agenda Item 3.3 - **Safety/Compliance** (Quarterly Report page 359)

Objective 5:

Approximately 70 students were trained and assessed using the redesigned truck driving program curriculum; roughly 30 percent of the students were minority, and another 30 percent were handicapped, female, or otherwise disadvantaged. No significant performance differences were found for gender/ethnic variables.

Expected Outcomes:

1. As evidenced by a 50 percent placement ratio within 90 days of program completion, a reduction in employment barriers that prevent interaction essential to positive self-esteem and cognitive development.

2. The adoption of a teaching methodology that is sensitive to the barriers faced by disadvantaged students; and that also fosters a classroom environment that is supportive of educational growth and change. Rating scales will be used by students to assess methodology and determine "learner friendliness".

3. An enlightened perspective from staff, industry, and disadvantaged students that is more tolerant of people who possess diverse cultural, societal, and/or gender affiliations. Perspective enlightened will be measured through a pre and post questionnaire survey.

Accomplishments:

To help the **Network** focus on the development of the knowledge and skills acquired in the vocational program, standardized and personalized testing instruments were used to measure the program's outcomes as it relates to student achievement. Tests were selected and reviewed through a consensus process by the Advisory Council.

Source Reference Documentation:

1. The **Overall Program Profile** (Quarterly Report pages 364b-364h) was compiled semesterly to provide the Council with a thorough analysis of student enrollment. Information used to compile data was taken from the Truck Driving Program Application form (Quarterly Report page 397, Workbook pages 55-57).

2. **Placement related forms** were designed and incorporated into the program's tracking of student's matriculation (Quarterly Report page 397, Workbook pages 72-79). Copies of completed forms were placed in individual student files in the project office.

3. The **Diversity Tolerance Survey** was designed in-house and used each semester to assess students' perceptions toward diverse groups of people. (Quarterly Report pages 31-32)

4. At the Advisory Council Meetings **placement updates** were given on a regular basis: April 17, 1989 Advisory Council Agenda Item 4.1 **Role of the Job Developer/Recruiter** (Quarterly Report page 43); April 17, 1989 Advisory Council Agenda Item 4.2 **Kings County Job Training Office's Job Development/Placement Services** (Quarterly Report page 46); June 14, 1989 Advisory Council Agenda Item 4.3 **Employment Projections of Summer 1989 Students** (Quarterly Report page 51); July 26, 1989 Advisory Council Agenda Item 3.3 **Number of Students Projected to Complete and Become Licensed** (Quarterly Report page 104); August 30, 1989 Advisory Council Agenda Item 2.5 **Job Placement for Student's Completing Summer Session** (Quarterly Report page 107), Advisory Council Minutes (Quarterly Report page 109); January 31, 1990 Advisory Council Agenda Item 2.3 **Review of Job Placement/Development Activities/Trucking Industry Survey Results** (Quarterly Report page 271), Advisory Council Minutes (Quarterly Report page 273); February 27, 1990 Advisory Council Agenda Item 2.2 **Student Placement Follow-Up** (Quarterly Report page 275), Advisory Council Minutes (Quarterly Report page 276, 277); March 28, 1990 Advisory Council Agenda Item 2.3 **Student Placement Follow-Up** (Quarterly Report page 282), Advisory Council Minutes (Quarterly Report page 284); April 25, 1990 Advisory Council Agenda Item 2.1 **Student Placement Update** (Quarterly Report page 345), Advisory Council Minutes (Quarterly Report page 346); June 30, 1990 Advisory Council Agenda Item 3.1 **Job Retention Success Rate of Placed Students** (Quarterly Report page 359), Advisory Council Minutes (Quarterly Report page 363); June 30, 1990 Advisory Council Agenda Item 3.2 **Student Placement Update Results** (Quarterly Report page 359)

At the final Advisory Council Meeting a complete summary of job placement and retention results were discussed by the group. It is difficult to ascertain the exact number of successful placements, although, the stated goal of 50 percent was met. Future placement efforts will focus on getting and keeping updated addresses and telephone numbers for project students.

5. Specific placement contacts with employers and students were kept by the Job Developer/Recruiter Counselor in a binder which is on file in the project office.

EVALUATION

Accomplishments:

An on-going evaluation process to monitor and measure program effectiveness was implemented. Both formative and summative evaluation procedures were incorporated into the project design.

1. **Formative Evaluation Measures**

   a. Project staff submitted quantified activity summary monthly to the Project Director during weekly staff meetings.

   b. Brief written evaluation forms were distributed at the end of each Network Advisory Council meeting.

   c. The Project Director spoke informally with school and agency officials regarding their satisfaction with project services and staff.

   d. Project staff meetings included informal evaluation discussions of methods and approaches.

Activities completion was measured against the projected timeline. A contextual evaluation was made to determine the internal or external restrictions that arose inhibiting adherence to the project timeline.

The following data was kept to quantify progress toward completion of objectives:

-Students indicated where they first heard of the truck driving program to determine effectiveness of publicity strategies.
-Quantified reports of agency visits and numbers of referrals received from each agency.
-Quantified summaries of workshops attendance and

counselor visitations.
-Follow-up services provided to placements.
-Students receiving supportive services.
-Students using auxiliary services (e.g. remedial and basic educational tutorial).
-Percentage of high school dropouts among program participants.
-Proficiency levels at the beginning and completion of training.

2. **Summative Evaluation Measures**

a. The Project Director compiled quarterly reports which quantitatively summarize the progress being made toward meeting objectives.

b. Formal written and verbal evaluations were solicited from faculty and administrative personnel, appropriate staff members and officials at partner agencies. A standardized evaluation process/instrument was used for this purpose.

c. An evaluation instrument was given to all project students.

d. The Project Director completed a detailed annual evaluation for submission to college, industry, and federal officials.

Source Documentation:

An external evaluator, Dr. Christine Johnson, was retained to formally evaluate and validate that the program addressed/accomplished stated procedures and objectives. A copy of her report can be found in Attachment B.

EMPLOYMENT OPPORTUNITIES

Accomplishments:

A growing awareness of the need for community and business agencies to work together to maintain existing services and community cohesiveness encouraged the development of the **Cooperative Training Network.** The realization that the majority of the public service agencies and business industry groups were not involved in the educational programs at the college forced administrators to reach out to form new alliances that encourage the support of public education. For some time, network business and industry organizations stated they had been searching for ways in which to "connect" with the College from which they derive much of their human

resources. Concerns regarding the competencies of entry-level workers were related to their need to "connect". As a result, the **Cooperative Training Network** grew out of an identified career education need for student exploration (i.e., truck driving) and a desire of an industry-education group to undertake this joint project.

Source Documentation:

A roster of agencies and businesses that are directly involved in some way with the network is enclosed. Employment opportunities/enhancement are available at each site.

1. The **Overall Program Profile** (Quarterly Report pages 364b-364h) was compiled semesterly to provide the Council with a thorough analysis of student enrollment. Information used to compile data was taken from the Truck Driving Program Application form (Quarterly Report page 397, Workbook pages 55-57).

2. **Placement related forms** were designed and incorporated into the program's tracking of student's matriculation (Quarterly Report page 397, Workbook pages 72-79). Copies of completed forms were placed in individual student files in the project office.

3. The **Diversity Tolerance Survey** was designed in-house and used each semester to assess students' perceptions toward diverse groups of people. (Quarterly Report pages 31-32)

4. At the Advisory Council Meetings **placement updates** were given on a regular basis: April 17, 1989 Advisory Council Agenda Item 4.1 **Role of the Job Developer/Recruiter** (Quarterly Report page 43); April 17, 1989 Advisory Council Agenda Item 4.2 **Kings County Job Training Office's Job Development/Placement Services** (Quarterly Report page 46); June 14, 1989 Advisory Council Agenda Item 4.3 **Employment Projections of Summer 1989 Students** (Quarterly Report page 51); July 26, 1989 Advisory Council Agenda Item 3.3 **Number of Students Projected to Complete and Become Licensed** (Quarterly Report page 104); August 30, 1989 Advisory Council Agenda Item 2.5 **Job Placement for Student's Completing Summer Session** (Quarterly Report page 107), Advisory Council Minutes (Quarterly Report page 109); January 31, 1990 Advisory Council Agenda Item 2.3 **Review of Job Placement/Development Activities/Trucking Industry Survey Results** (Quarterly Report page 271), Advisory Council Minutes (Quarterly Report page 273); February 27, 1990

Advisory Council Agenda Item 2.2 **Student Placement Follow-Up** (Quarterly Report page 275), Advisory Council Minutes (Quarterly Report page 276, 277); March 28, 1990 Advisory Council Agenda Item 2.3 **Student Placement Follow-Up** (Quarterly Report page 282), Advisory Council Minutes (Quarterly Report page 284); April 25, 1990 Advisory Council Agenda Item 2.1 **Student Placement Update** (Quarterly Report page 345), Advisory Council Minutes (Quarterly Report page 346); June 30, 1990 Advisory Council Agenda Item 3.1 **Job Retention Success Rate of Placed Students** (Quarterly Report page 359), **Advisory Council Minutes** (Quarterly Report page 363); June 30, 1990 Advisory Council Agenda Item 3.2 **Student Placement Update Results** (Quarterly Report page 359)

DISSEMINATION

Accomplishments:

Since a **Cooperative Training Network** was a new concept in this region, initial project activities included publicity strategies for disseminating information about the program. Regional network participant administrators were invited to West Hills College for an overview of the training program. The project staff made visits to the guidance/placement, administrative, and vocational staff of area businesses and schools to inform them of the existence and purpose of **Cooperative Training Network.** The kinds of services available, the types of persons desired as participants, and the results of project work in the area were part of a general orientation. In addition, staff participated in community fairs by setting up a booth to disseminate program information. There was effective communication with the media to arrange feature articles on the **Cooperative Training Network** in local daily and weekly papers, industry publications, standard news releases regarding programs services, and public service announcements on local radio and television stations. Brochures, flyers and posters were printed and made available at appropriate places.

A portion of federal funds from this grant were designated for assisting others to adopt and implement the methods and techniques used by the project. As part of publicizing the **Cooperative Training Network**, the name, address and telephone numbers of project contacts were included in all articles and printed material. At the close of the project, an on-site training workshop was offered for all those interested in learning more about the "how-to" elements of the project. A handbook and related project materials was available at the training session. Actual training was done by a cross-section of the network's members to represent the various constituencies.

Source Documentation:

1. Job Developer/Recruiter Counselor kept journal of contacts in an in-house binder available in project files.

2. An orientation video for the truck driving program was produced by the project director and copies were forwarded with this report.

3. In addition to attending the annual American Vocational Association Conference, the project director and job developer/recruiter made numerous community and industry contacts to discuss the Cooperative Training Network. (Quarterly Report pages 243-246) Further documentation can be found in the visitation section of the job developer/recruiter binder.

4. Media articles/information were disbursed throughout the project (Quarterly Report pages 33-36, 154-159, 228, 229, 335, 399). In addition, the project staff produced a monthly newsletter that was distributed to over 850 contacts (Quarterly Report pages 161-163, 235-241, 294-298, 369-374).

5. Brochures and flyers were printed and used in all outgoing correspondences, reports, or information. (Project Files) See Attachment D

6. **Dissemination Workshop and Booklet** - June 20, 1990 (Quarterly Report page 397)

COOPERATIVE DEMONSTRATION PROGRAM

U.S. Department of Education
Office of Vocational and Adult Education
Washington, D.C.

CFDA Number 84.199A

ANNUAL EVALUATION

COOPERATIVE TRAINING NETWORK PROJECT

WEST HILLS COLLEGE
300 Cherry Lane
Coalinga, California

President
Stanley Arteberry

Project Director
Dr. Pamela Hawkins

External Evaluator
Dr. Christine Johnson

April, 1990

DEPARTMENT OF EDUCATION

Office of Vocational and Adult Education

Cooperative Demonstration Program

AGENCY: Department of Education.

ACTION: Notice of proposed priority, required activities, and selection criteria for fiscal year 1989.

SUMMARY: The Secretary of Education proposes to establish an absolute priority for a fiscal year 1989 grant competition under the Cooperative Demonstration Program. Under the priority, funds would be reserved for applications proposing to conduct high technology training projects in vocational education that involve cooperation between the private sector and public agencies in vocational education. The Secretary also proposes to require applicants to submit certain written assurances, as described under the Activities section of this priority, as part of their applications for this program and to prohibit the use of Federal funds to cover the costs of equipment used for project activities. Lastly, the Secretary proposes to use new selection criteria in evaluating applications submitted for this competition only.

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EVALUATION REPORT

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SUMMARY OF THE EVALUATION REPORT
for the
COOPERATIVE DEMONSTRATION PROGRAM

Name of Institution:	West Hills College
Location of Institution:	300 Cherry Lane, Coalinga, California
Project Evaluator:	Dr. Christine Johnson
Evaluation Period:	Spring Semester, 1990

A. BACKGROUND OF THE COLLEGE

West Hills College is fully accredited by the Western Association of Schools and Colleges. In November, 1961, the voters of the Coalinga Union High School District approved the formation of a separate junior college district and in June, 1962, the voters of the Lemoore High School District voted to annex to the college district, as did the voters of the Riverdale and Tranquillity High School Districts in December, 1962. Effective July 1, 1969, the official name of the college was changed to West Hills College, in keeping with the nature of the expanded district.

In order to effectively serve the college district, West Hills College maintains campuses at Firebaugh, Lemoore and the Naval Air Station at Lemoore. The Cherry Lane campus in Coalinga serves as the administrative center for the district.

B. SUMMARY OF PREPARATION FOR THE EVALUATION VISIT

Dr. Christine Johnson prepared for the evaluation visit by reviewing the announcement soliciting applications for grants under the Cooperative Demonstration Program (CFDA No. 84.199A), college catalog, Plan of Operation 412.31b of the authorized program, Summary of Project Operation, Baseline Management Plan and other information provided by the project director.

C. SUMMARY OF THE EVALUATION VISIT

During the evaluation visit, the evaluator met with faculty,, current administrators, classified staff and members of the executive staff. In addition, the evaluator visited project administrative and support offices and attended a project advisory council meeting.

The evaluator was impressed with the high morale and enthusiasm exhibited by the entire project staff and advisory committee members. Project records and administrative controls are well maintained.

The evaluator confirmed that project objectives are being accomplished and that there is evidence of extensive participation in project activities as proposed in the application.

The project accomplishments exceed those projected during the initial stages of the program. The evaluator acknowledges the earnest efforts with which the college undertook and implemented the program and the intention to integrate the results into its academic and institutional comprehensive plans.

The evaluation report includes the evaluator's observations, conclusions and recommendations.

INTRODUCTION

According to the Baseline Management Plan, West Hills College's Cooperative Demonstration Program (Cooperative Training Network Project) was initiated in January, 1989. (See Baseline Management Plan, Appendix A)

West Hills College established the project because, according to recent data compiled by the Bureau of Labor Statistics, faster than average growth in the demand for skilled technicians in high technology fields through the year 2000 is anticipated. The data also indicate that these emerging technologies will have a significant impact on the efficiency and flexibility of a well-trained work force.

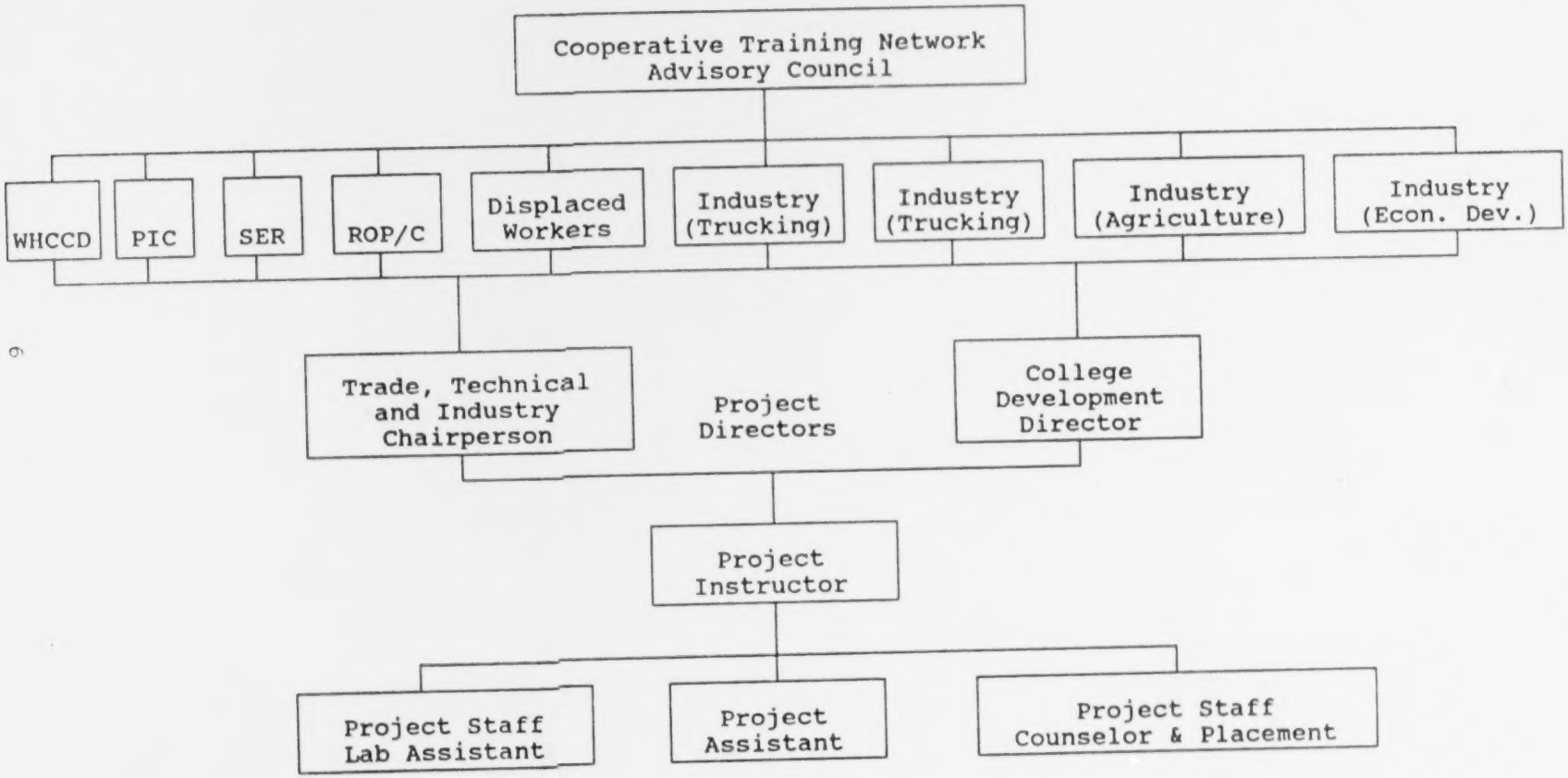
West Hills College's proposal to the Office of Vocational and Adult Education suggested that training can be conducted most effectively with the active involvement and cooperation of the private sector. The college recognizes that effective partnerships between the private sector and public agencies in vocational education are an important aspect of the Cooperative Demonstration Program.

The project, **Cooperative Training Network**, at West Hills College, demonstrates ways in which public agencies in vocational education and the private sector can work together to assist student to attain the advanced level of skills needed to make the transition from school to work.

The Organizational Chart that follows demonstrates the structure of the project as it is operated at West Hills College.

COOPERATIVE TRAINING NETWORK

ORGANIZATIONAL CHART



OBJECTIVES/OBSERVATIONS/RECOMMENDATIONS

This section of the evaluation report contains a review of the project objectives and the evaluator's observations and recommendations regarding the degree to which these objectives have been accomplished.

Objective 1

By January, 1989, establish a Cooperative Training Network Advisory Council, with representatives from a minimum of nine public/private agencies, to plan, coordinate and review project activity on a monthly basis. [Needs addressed, 1-5]

Observation

The Cooperative Training Network Advisory Council meets once per month, acting as a catalyst for matching needs to resources. The project personnel has been successful in collecting information regarding educational needs and available resources. This information is routinely disseminated to the constituencies involved in the partnership.

The project personnel have been very successful in establishing an advisory council representative of various segments of the community, e.g. Private Industry Council, ROP/C, SER Jobs For Progress, Displaced Workers and business and industry,.

In order to collect first-hand information from the advisory council members about the activities of the advisory council, project personnel developed an evaluation form. This instrument was used to enhance the program as well as the productivity of the council. (See Evaluation Forms Appendix B)

West Hills College has done an excellent job in maintaining reports and minutes of the advisory council meetings. Furthermore, the college disseminates reports of all curricula, programmatic and industry activities to the advisory council. Project personnel are very conscientious about keeping open lines of communication with the advisory council on issues related to gender equity, services for the disadvantaged,handicapped and limited English speaking students. (See sample Advisory Council meeting minutes and agenda, Appendix C)

The college established different methods such as a newsletter to promote the activities of the project. A project staff member volunteered to publish the newsletter. This newsletter served to facilitate the activities of the project. (See sample Newsletter, Appendix D)

Recommendation

West Hills Community College District should continue to coordinate the

advisory council meetings. This network provides valuable resources for upgrading the vocational services to students at the institution.

Objective 2

Redesign the curriculum for the Truck Driving Program to include competency-based format and driving recommendations set by the Professional Truck Driving Institute of America (PTDIA) by December, 1989 (functional draft) through June, 1990 (final). [Needs addressed, 4 and 5]

Observation

West Hills College conducted a number of activities to ensure the accomplishment of this objective. These activities include but are not limited to the following:

1. Faculty members in the Truck Driving Division designed modules of learning which propose a course of study for the achievement of industry competencies necessary for a truck driving career.
2. Using the college's established curriculum review and development process, the college established a competency-based format for the curriculum that specifies the number, description, and testing mechanism for each competency (skill level), as well as a mid-point and completion point for the course. (See course information, Appendix E)

3. Faculty and project personnel consulted with the Professional Truck Driver Institute (PTDIA) to verify that proposed training competencies meet the general industry standard for safe driving practices that enhance the knowledge factor and safety consciousness.

4. The college has developed a step-by-step written narrative of the curriculum revision process designed for replication at West Hills Community College District and other colleges/schools.

   To further substantiate the accuracy of the competency-based curriculum, the college submitted the curriculum to the Private Industry Council for review.

The PIC submitted the course outline, testing mechanism, and completion information to a skills training task force for final approval.

Project staff attend regular meetings of the Professional Truck Driving Institute of America to acquire and discuss training standards from the industry's viewpoint. At the point where the WHCCD truck driving program nears full compliance with the eligibility requirements of the PTDIA, an on-site screening visit will be scheduled.

Recommendation

The college should proceed with its intention to obtain approval of the Truck Driving Curriculum from the Professional Truck Driving Institute of America.

Objective 3

Identify six project partners by January, 1989, to perform one or more of the following program areas: recruitment, intake, referral, assessment, orientation, skills training, competency analysis, placement, and follow-up.

Observation

WHCCD was very successful in obtaining the required services for this objective.

West Hills College provided skills training; PIC provided the criteria for the competency-based curriculum; the ROP/C provided cross-training activities for staff members; SER Jobs for Progress conducted rural outreach and referral; the Central Labor Council Displaced Worker Project referred older and non-traditional students; and business and industry worked cooperatively with project staff in job placement. A sample cooperative work agreement and partnership letter is included as Appendix F)

The Work Agreements and Memoranda of Understanding are on file in the project office to provide documentation that formal collaborative efforts were established and for continued coordination of project activities.

Recommendation

Since the resources provided by the partnership participants are valuable to the college, the college is encouraged to maintain existing partnerships and expand in areas where institutional resources may be unavailable or restricted. It is also recommended that the college consider leveraging these "in-kind" services to attract additional

resources for the Truck Driving program and vocational education in general.

Objective 4

Conduct six cross-training workshops for agencies participating in the Network at which, training programs, labor market trends, and similar occupational partnerships for targeted student populations will be discussed and assessed.

Observations

West Hills College conducted cross-training workshops in March, May, September, and December, 1989. Two cross-training workshops are scheduled for February and May, 1990. Staff reports that the workshops have been successful. The workshops generally range from two to four hours. The Network Advisory Council is very instrumental in helping to facilitate the dissemination of information about the project.

Recommendation

The college is encouraged to continue with the cross-training workshops because they provide an excellent vehicle to share information among the participants.

Objective 5

By the end of December, 1990, approximately 70 students will be trained and assessed using the redesigned truck driving program curriculum; roughly 30 percent of the students will be minority and another 30 percent will be handicapped, female, or otherwise disadvantaged. No significant performance differences will be found for gender/ethnic variables.

Observations

WHCCC developed comprehensive recruitment, assessment and placement systems for the project. (See Intake instruments, Appendix G. These instruments are administered to collect information to better serve students.)

The charts that follow on pages 11-11j present a profile of the students who are participating in the Cooperative Training Network.

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK

OVERALL PROGRAM PROFILE

IDENTIFICATION:

	Spring 89	Summer 89	Fall 89	Spring 90
Male	11	22	23	25
Female	3	3	3	2

AGE:

	Spring 89	Summer 89	Fall 89	Spring 90
18 & under	1	0	2	0
19 - 24	3	2	7	6
25 - 30	3	5	6	4
31 - 35	0	6	2	6
36 - 40	2	8	3	6
40 & over	5	5	6	5

RESIDENCE DISTRIBUTION BY GEOGRAPHIC AREA:

	Spring 89	Summer 89	Fall 89	Spring 90
Coalinga	1	0	1	5
Lemoore	7	8	9	11
Armona	0	1	3	0
Avenal	0	2	0	0
Atwater	0	0	0	1
Firebaugh	0	1	0	0
Hanford	3	5	3	6
Madera	0	0	1	0
Riverdale	1	0	3	0
Stratford	1	0	0	0
Woodlake	0	1	0	0
Fresno & Co.	0	6	6	2
Tipton	0	0	0	1
Tulare	0	0	0	1
So. Calif.	1	0	0	0
No. Calif.	0	2	0	0

Overall Program Profile
Page 2

EDUCATION:

	Spring 89	Summer 89	Fall 89	Spring 90
High School Education	13	11	24	5
High School Diploma	9	13	16	23
Tech./Voc. Education	4	3	2	3
College Education	9	3	11	5
College Degree	2	1	0	0

*Spring 89 class - One student currently enrolled did not complete grade school.

*Summer 89 class - Two students currently enrolled did not complete grade school.

*Fall 89 class - One student currently enrolled did not complete grade school.

	Spring 89	Summer 89	Fall 89	Spring 90
Enrolled in school F/T	6	2	5	4
Scheduled to return	9	0	5	4
Students who rec'd GED	4	6	8	2
Actively serving in military	6	2	3	4
No. with military schooling	5	1	2	3
No. receiving Financial Aid	5	4	1	1
No. eligible to rec. fin. aid	0	1	5	0
Students with handicap	1	0	0	0

Overall Program Profile
Page 3

FAMILY DATA:

	Spring 89	Summer 89	Fall 89	Spring 90
Single	5	6	13	25
Married	8	19	13	2

ETHNICITY/OTHER CHARACTERISTICS

	Spring 89	Summer 89	Fall 89	Spring 90
Asian/ Pacific Is.	1	0	0	1
Black	2	2	0	1
Mex./Amer.	3	7	7	3
Native Amer.	0	0	0	0
Caucasian	8	14	19	22
Other	0	3	0	0

WORK HISTORY: These are some of the jobs currently held as students enrolled in this class.

CHART 1 - Spring 1989

Years/Mths	Job Title	Location	Wage	PT/FT
1 yr	Command Mstr. Chief	L.N.A.S.	Salary	F/T
3 mths	Bank Teller	Coalinga	4.25	PT
2 yrs	Nursery Supervisor		4.25	FT
1 yr	Security Clerk	L.N.A.S.		FT
2 yrs	Bus Driver	West Hills		PT
1 yr	Warehouse Worker		5.00	FT
10 yrs	Truck Driver	Hanford	Salary	FT
23 yrs	Book-keeper	Riverdale		FT
1 yr	Aviation Mechanic	L.N.A.S.	Salary	FT

Currently retired - 1
Currently working full time - 7
Currently working part time - 2
Currently unemployed - 4
Currently receiving unemployment benefits - 0

Overall Program Profile
Page 4

CHART 2 - Summer 1989

Years/Mths	Job Title	Location	Wage	FT/PT
7 yrs	Computer Op.	L.N.A.S.	9.80	FT
6 mths	Deliveryman	Hanford	5.00	FT
9 yrs	Farm Eq.Mech.	Lost Hills	8.00	FT
2 mths	Truck Salesman	Fresno		FT
5 mths	Custodian	Visalia	7.75	FT
	Self employed			FT
6 yrs	Electronics Mate	L.N.A.S.		FT
1 yr	Security Officer	Los Angeles	7.75	PT
1 mth	Maintenance	Hanford	5.00	PT
2 yrs	Chief Petty Off.	L.N.A.S.	22.00	FT
1 yr	Clerk Typist	L.N.A.S.	8.00	FT
1 1/2 yrs	Laborer	Bakersfield	6.90	FT
6 yrs	Security Off.	Lemoore	5.50	PT
10 yrs	Ginner	Fresno	Salary	FT
10 yrs	CPO	L.N.A.S.	Salary	FT
16 yrs	Supervisor	Avenal	22.00	FT
	Self-employed	Woodlake		FT

Currently working full time - 14
Currently working part time - 3
Currently unemployed - 8
Currently receiving unemployment benefits - 1

CHART 3 - Fall 1989

Years/Mths	Job Title	Location	Wage	FT/PT
16 yrs	Mail Shuttle Dr.	Fresno	7.00	FT
1 yr	Clerk Typist	L.N.A.S.	8.00	FT
	Self Employed			
7 yrs	Maintenance Worker	L.N.A.S.	7.83	FT
2 yrs	Tractor Driver	Madera	8.50	FT
7 months	Security Officer	Lemoore	5.50	PT
3 years	Mechanic	Shandon	5.50	PT
30 years	Ag. Technician	Five Pts	13.67	FT
	Gardener	Five Pts	5.00	PT
1 year	Maintenance Sup.	Hanford	7.00	FT

Currently working full time - 8
Currently working part time - 3
Currently unemployed - 10
Currently receiving unemployment benefits - 1
Currently retired/retiring - 4

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WORK HISTORY continued:

CHART 4 - SPRING 1990

Years/Mths	Job Title	Location	Wage	FT/PT
3 months	Pruner	Tulare	$5.00	FT
11 years	Self-employed	Lemoore		FT
3 years	Butcher/Driver	Hanford	$15.00	FT
7 months	Waitress	Livingston	$4.75	FT
7 years	Ship/Rec Clerk	Fresno	$7.00	FT
10 months	Tire Assembler	Hanford	Commiss.	FT
20 years	U.S Navy	NAS Lemoore		FT
3 years	Salesman	Lemoore		PT
	Handyman/SE	Hanford	$5.00	PT
3 years	U.S Navy	O/AS		FT
18 years	Const./Elect.	U.S Navy	$5.47	FT
1 year	Warehouseman		$5.22	FT
11 years	Maintenance/City	Lemoore	$11.00	FT
4 years	Parachute Rigger	U.S Navy		FT
10 years	Technical Rep.	U.S Navy	$12.00	FT
1 year	Carpentry	Ceres	$7.75	FT
6 months	Laborer	Coalinga	$6.00	FT

Currently working full time - 15
Currently working part time - 2
Currently unemployed - 4
Currently receiving
unemployment benefits - 4 & 1 applied

ASSESSMENT PROFILE: SPRING 1989

Reading	Mathematics	Language
3.3 - 1	3.5 - 1	1.6 - 1
4.1 - 1	3.9 - 2	2.2 - 1
8.1 - 1	6.5 - 1	2.3 - 1
8.2 - 1	8.1 - 1	2.8 - 1
10.9 - 1	8.4 - 1	5.0 - 1
11.7 - 2	10.9 - 1	5.4 - 1
12.9 - 4	11.7 - 1	10.0 - 1
	12.7 - 1	12.9 - 4
	12.9 - 2	

CLASS OVERALL AVERAGE: 9.6

ASSESSMENT PROFILE: SUMMER 1989

Reading	Mathematics	Language
5.7 - 1	4.7 - 2	1.9 - 1
6.6 - 1	5.9 - 1	2.9 - 1
6.9 - 2	6.5 - 1	3.0 - 2
7.8 - 1	7.4 - 1	3.4 - 1
8.0 - 1	7.7 - 1	3.8 - 1
8.2 - 1	8.1 - 2	4.3 - 1
8.6 - 1	8.2 - 1	4.4 - 1
9.0 - 2	8.5 - 2	4.8 - 1
9.6 - 1	8.9 - 2	5.3 - 1
11.7 - 2	9.3 - 1	6.4 - 1
12.9 - 12	9.4 - 1	7.4 - 1
10.4 - 1	7.6 - 1	
11.7 - 1	8.7 - 2	
12.7 - 1	11.1 - 1	
12.9 - 5	11.5 - 1	
	11.8 - 1	
	12.9 - 7	

CLASS OVERALL AVERAGE: 9.3

ASSESSMENT PROFILE: FALL 1989

Out of 30 students enrolled, 25 were tested.

Reading	Mathematics	Language
4.0 - 1	2.5 - 1	1.7 - 1
4.9 - 1	4.7 - 1	3.0 - 1
5.9 - 1	5.5 - 1	3.1 - 1
6.1 - 1	6.8 - 1	3.2 - 1
6.5 - 1	7.4 - 1	4.3 - 1
6.9 - 1	7.7 - 1	4.7 - 2
7.6 - 1	7.8 - 1	4.8 - 1
7.7 - 1	8.1 - 1	4.9 - 1
11.7 - 7	8.5 - 1	6.2 - 1
12.9 - 11	8.9 - 1	7.6 - 1
	9.0 - 1	8.2 - 1
	9.1 - 1	11.1 - 3
	9.3 - 2	12.9 - 11
	9.4 - 1	
	11.7 - 1	
	12.6 - 1	
	12.7 - 1	
	12.9 - 8	

CLASS OVERALL AVERAGE: 9.2

ASSESSMENT PROFILE: SPRING 1990

Out of 30 students enrolled, 27 were tested.

Reading	Mathematics	Language
2.9 - 2	2.9 - 1	2.1 - 1
5.4 - 1	3.6 - 1	2.3 - 2
6.1 - 1	4.7 - 1	2.5 - 1
7.3 - 1	6.2 - 1	3.2 - 1
7.4 - 1	6.4 - 1	3.4 - 1
8.2 - 1	6.6 - 1	4.6 - 1
8.6 - 2	7.1 - 1	5.1 - 1
9.0 - 1	7.5 - 1	5.3 - 1
9.6 - 2	8.1 - 2	6.3 - 2
10.0 - 1	8.5 - 1	6.4 - 1
10.6 - 1	8.9 - 1	7.1 - 1
10.8 - 1	9.0 - 2	7.9 - 1
10.9 - 1	9.1 - 1	8.2 - 1
11.7 - 2	9.3 - 1	8.7 - 2
12.9 - 9	10.4 - 1	10.0 - 1
	12.9 - 8	10.2 - 1
		11.8 - 1
		12.9 - 4

CLASS OVERALL AVERAGE 8.4

1/90

CLASSES

6154 DT 90A TRUCK DRIVING WATANABE J 8.0
S90 M W 7:00pm- 9:30pm 01/16/90-05/22/90
Enr: 26 Limit: 35 W/Limit: 5

Class Roll as of 01/30/90 9:59am

547-13-5661	AGUILAR THOMAS C	Reg	11/21/89
564-57-6901	AUSTIN, LEONARD C	Dropped	01/26/90
622-09-6681	AVILA, SERVANDO O	Dropped	01/22/90
560-11-2141	BERGREN, ROBERT N.	Dropped	01/22/90
542-64-7151	BISSONETTE HARLE E	Reg	11/15/89
545-08-1520	BUMPASS, JOHN C	Dropped	01/22/90
573-91-8162	COLE, RUSSELL L	Reg	11/15/89
480-28-7457	DWYER FRED E	Reg	11/13/89
573-84-9355	EASTIS, LARRY M	Dropped	01/29/90
569-92-3069	ENGLISH CHARLES D	Dropped	01/22/90
571-15-2637	GARCIA, ANTONIO G	Dropped	01/22/90
559-94-4963	GILES MICHAEL P	Reg	12/05/89
539-60-0760	GORBOTT, ROLIN R	Reg	01/08/90
405-82-7628	GREEN JERRY L	Dropped	12/12/89
562-35-2175	HAVEMANN, TIMOTHY	Dropped	01/17/90
563-25-0690	HERNANDEZ JOSEPH	Reg	11/13/89
570-04-7397	HIGHTOWER RAYMOND	Reg	12/14/89

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573-90-3850	HOLLOWAY MARK A	Reg	11/20/89
554-37-4958	HOWELL, BOBBY D	Reg	01/08/90
572-04-8907	JOHNSON, TIMOTHY L	Dropped	01/18/90
547-81-7847	LAWSON, GARY B.	Dropped	01/22/90
555-81-0747	LUNDBERG, THAD J	Reg	11/07/89
571-84-0775	LYONS, BOBBIE J.	Reg	01/09/90
585-92-4536	MOORE, EDMOND N.	Reg	01/09/90
519-66-2838	MOWREY, GEORGE E	Reg	11/21/89
562-61-0719	MULLEN RANDY C	Dropped	01/18/90
550-08-0821	NEWTON RANDY E	Reg	12/04/89
569-78-5732	OWEN, ERIC H	Dropped	01/22/90
567-27-2956	PERRYMAN MARK L	Reg	11/22/89
517-86-4595	REIGER, STEVE J	Reg	12/05/89
565-93-8300	REIS, CARLOS T	Reg	11/06/89
565-06-0322	ROSS, JAMES T	Dropped	01/26/90
567-11-6577	SALDIVAR, MIKE R	Dropped	01/18/90
566-84-9689	SANDALL, VERNON C	Reg	11/21/89
562-17-0958	SAUNDERS, RICHARD	Dropped	01/22/90
347-42-4434	SCHILLINGER, TERRY	Dropped	01/22/90
569-70-2033	SMITH, RODNEY L	Reg	12/08/89
576-78-9451	STOWERS, WILLIAM F	Dropped	01/22/90
567-48-1960	TAYLOR, RALPH O	Dropped	01/18/90
368-84-4863	TRAVIS MARK A	Reg	12/15/89

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567-41-7313	VANZUYEN, TOM E.	Reg	01/08/90

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404-72-8097	WAGNER, LURA M	Reg	11/13/89
564-50-6693	WARDEN LEROY E	Reg	12/12/89
442-74-7899	WEATHERMAN, SCOTT	Reg	01/11/90
564-86-8404	WEIR, RONALD S	Dropped	01/08/90
540-84-9827	WOOD BOBBY E	Dropped	01/23/90
562-87-6479	YEADON, CHARLES E	Added	01/16/90

Total students: 26

er section number. (Press 'RETURN' when finished with Instructor Rolls.)

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trol tabs/col config keys CN LINE transfer

A review of the preceding data will reveal several major characteristics:

1. The truck driving program is dominated by males.
2. Most students fall between the ages of 25 - 40.
3. The majority of students come from the Lemoore area.
4. Participants hold a high school diploma and have some education beyond high school.
5. The majority of students are Caucasian.

In summary, the students participating in the project represent a diverse student population.

Recommendation

WHCCD should study the student profile information carefully in order to enhance programs and services. The data collected from the student surveys may also be helpful in enhancing the program in future years. (See Job Assistance Form, and Job Placement Form, Appendix H)

The college should continue to recruit underrepresented students for the project (women and ethnic minorities.) Since some of the students demonstrate the need for basic skills, the college should consider integrating a basic skills component into the program curriculum.

OTHER OBSERVATIONS

Project Monitoring

WHCCD has established a number of procedures to ensure appropriate implementation of the project.

1. Truck Driving Survey

   This survey is sent to prospective employers to determine the availability of jobs as well as entry level requirements. (See Survey, Appendix I)

2. Quarterly Reports

   The quarterly reports are prepared by project personnel and are used as information tools for the advisory council, project administrators and staff, the campus community and other interested parties. (See sample report, Appendix J)

3. Administrative Controls

The college instituted a number of administrative controls to implement the project according to projected activities as well as compliance with federal regulations.

These controls include the following budget monitoring: expenditure rec onciliation, fringebenefitsworksheets,conference/trav elprocedures,purchase requisitions, employee timesheets. These procedures insure proper expenditure of funds and administration of the project. (See Appendix K)

PROBLEMS/CONCERNS IDENTIFIED

1. Project staff expressed concern about the high cost of insurance for students under twenty-five years of age. Steps will need to be taken to examine how this might be resolved. This item should be referred to the advisory council.

2. The number of female students enrolling in the program is still low. The college should continue with their efforts to reach this population.

3. Assessment results reveal that many students lack basic skills and need some type of assistance. This should be brought to the attention of other divisions so that a concept of basic skills across the curriculum could be implemented.

4. Students are sometimes unwilling to relocate and therefore may not be able to take advantage of job opportunities. Career awareness training can be developed prior to students enrolling in order to enhance realistic expectations.

5. Job availability is sometimes seasonal due to the nature of the agricultural industry, the dominant industry in this region. Staff members may consider working with career center personnel to develop career awareness activities so that project participants will have realistic ideas about the truck driving industry.

6. The project did not allow for equipment purchases. Trucks need to be repaired for instructional purposes. The District should consider leveraging the existing project to attract additional funding for the project.

7. The project needs an On-The-Job-Training component in order to make students more employable when they complete classroom training.

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8. There is a need for an English as a Second Language (ESL) component. Many students do not have English proficiency, therefore, they are unable to function effectively in classes.

9. The present registration structure does not allow faculty in the Truck Driving Division an opportunity to meet with students prior to registration. Consequently, students can enroll in classes without obtaining accurate information about the Truck Driving Program and its requirements.

10. The public seems to have a misconception about the truck driving profession and a number of misconceptions are perpetuated. Many are not aware of the tough career commitments to be made. Steps should be taken to increase the public's awareness of the requirements of this career.

11. Students are not aware of the basic requirements for a truck driving career with respect to personality, critical thinking, problem solving, etc. Staff members may consider working with career center personnel to develop career awareness activities so that project participants will have realistic ideas about the truck driving industry.

12. The current program structure cannot accommodate large classes. Over 45 people are on the waiting list. The college may want to consider developing pre-admission activities to maintain the interest of students while they are waiting to enroll in the program. Due to the high industry demand for this occupation, the college may want to consider leveraging its resources to expand the truck driving project.

APPENDICES

This section of the report contains copies and/or samples of the various documents used to successfully implement this project.

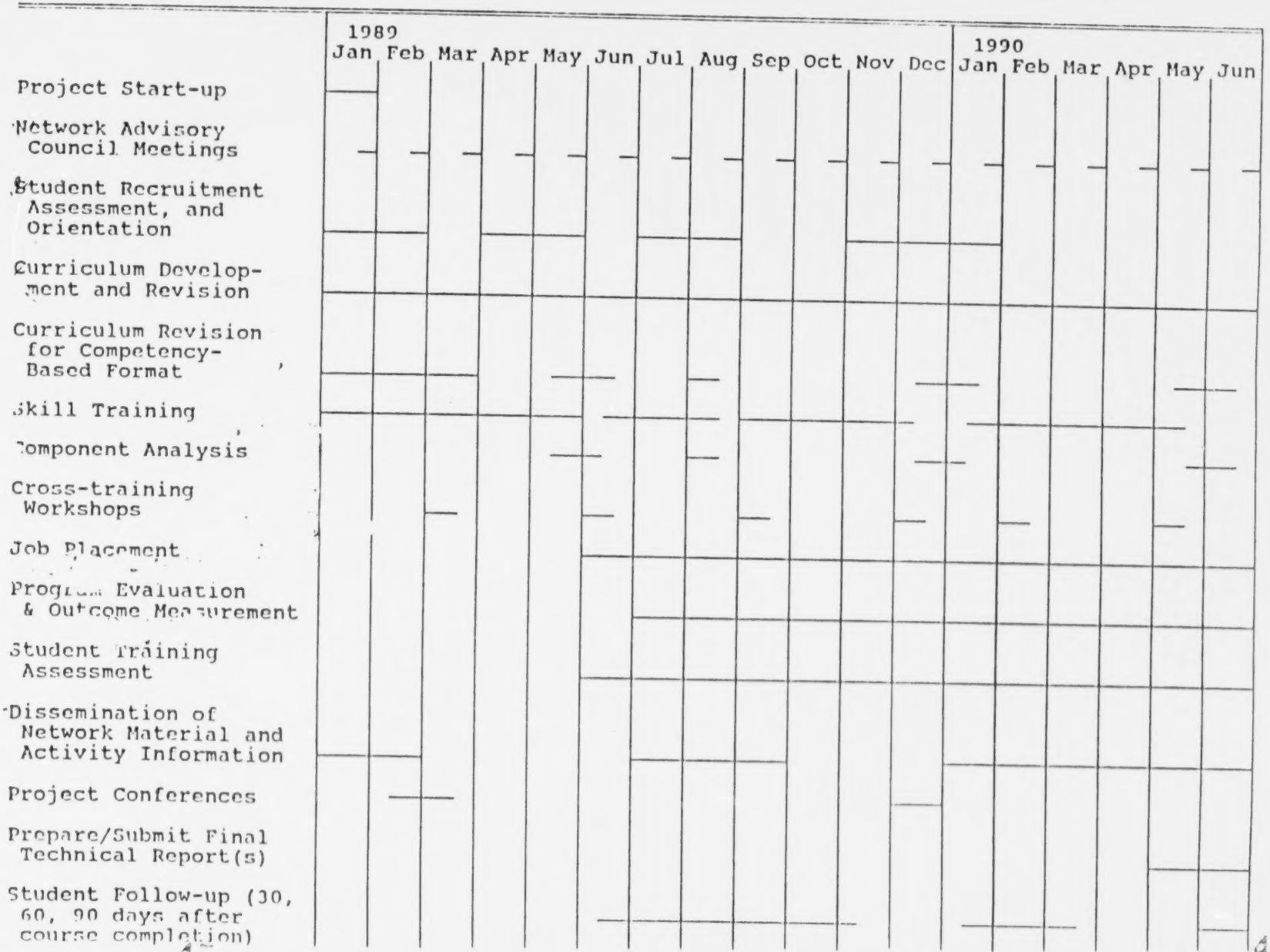
APPENDIX A

BASELINE MANAGEMENT PLAN

AND

OPERATIONAL PLAN

BASE-LINE MANAGEMENT PLAN


1989
Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec
1990
Jan Feb Mar Apr May Jun
Project Start-up
Network Advisory Council Meetings
Student Recruitment Assessment, and Orientation
Curriculum Development and Revision
Curriculum Revision for Competency-Based Format
Skill Training
Component Analysis
Cross-training Workshops
Job Placement
Program Evaluation & Outcome Measurement
Student Training Assessment
Dissemination of Network Material and Activity Information
Project Conferences
Prepare/Submit Final Technical Report(s)
Student Follow-up (30, 60, 90 days after course completion)

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SUMMARY OF PROJECT OPERATION

NEEDS	OBJECTIVES	OUTCOME(S)	RESPONSIBLE AGENCY(S)
1 through 5	1. Establish a representative Cooperative Training Network Advisory Council	-Monthly Network meetings	WHCCD
		-Records and reports of project and Network activity	
		-Specified goals for the promotion of gender equity and services for the disadvantaged	
and 5	2. Rewrite/revise curriculum for the truck driving program	-Competency based course outline	PIC and WHCCD
		-Industry verification of quality of training standards	
		-Replicable revision process (written narrative)	
1,2,4, and 5	3. Identify six project partners to perform recruitment, intake, referral, assessment, orientation, skill training, competency analysis, placement and follow-up	-Written cooperative work agreements -Unduplicated program resources	Network Advisory Council
1,2, and 3	4. Conduct cross-training workshops ing and exchange	-Structured environment for information network-	ROP/C and Network Advisory Council

NEEDS	OBJECTIVES	OUTCOME(S)	RESPONSIBLE AGENCY(S)
		-Dissemination of accurate program information -Prioritized list of occupations suitable for Network incorporation	
1,2, and 5	5. Assessment of program and students, including an analysis of the gender/ethnic variables	-Fifty percent successful placement ratio -"Learner Friendly" teaching methodology -Pre and post test survey of gender/ethnic tolerance	WHCCD and Industry

APPENDIX B

EVALUATION FORMS

CTN ADVISORY COUNCIL EVALUATION FORM - 10/19

Name _____ Title _____

Organization _____

Address _____

City _____ Zip _____ Phone _____

1. Was the meeting location easily accessible for you?

2. Were the topics discussed relevant to you/your organization?

3. What is your opinion of the "Matrix" presented for your input and approval?

4. This month we are having two Advisory Council Meetings, one addressing the issues pertinent to the Employment and Training Agencies and the other addressing issues pertinent to the Industry Representatives. Next month we would like to rejoin both groups in a single meeting. What do you think of having a separate meeting every other month, so that each Council group can have more time to address pertinent issues?

5. We would like to schedule Harold Stearns, Bolton Truck Lines, and Richard Bressman, Swift Transportation, to address the service providers in reference to what the Industry is looking for in employing truck driving candidates. Is there a particular time frame you would be interested in?

   a. If so, what dates would be good for your agency?

_____ _____

Signature Date

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CTN ADVISORY COUNCIL EVALUATION FORM - 8/30

Name _____ Title _____

Organization _____

Address _____

City _____ Zip _____ Phone _____

1. Was the meeting location easily accessible for you?

2. Were the topics discussed relevant to you/your organization?

3. How can we further develop the idea of "cooperative" training/ services between different organizations?

4. Based on the last two semesters' performance, do you feel we are adequately serving non-traditional students?

   If not, what services should we considering adding to our program?

5. How can we help members maintain the enthusiasm which they initially felt for our program?

6. Does your organization have specific paperwork processing requirements for student referrals? If so, please forward instructions to: West Hills College, 300 Cherry Lane, Coalinga, CA 93210. Attn: Melanie Denstaedt

7. Would you/your organization be interested in scheduling a recruitment visit from the program's job recruiter/developer?

_____ _____

Signature Date

CTN ADVISORY COUNCIL EVALUATION FORM RESULTS

1. Was the meeting location easily accessible for you?

   All members responded "yes".

2. Which part of the meeting did you find most beneficial?

   "Learning more about the curriculum, goals, and objectives of the program."

   "Job services."

   "On the job training topic."

   "Input from industry representatives."

   "Meeting new people who are interested in assisting people in employment and training programs and learning about a new course (Truck Driving) that would be available for Fresno area residents, including JTPA participants."

   "Open discussion between project partners."

   "Open discussion."

3. Was there a topic which was not addressed which you would like to see discussed at future CTN Advisory Council meetings?

   Five (5) members responded "no".

   "Upgrade. This was [addressed], but deserves further exploring."

   "As a JTPA provider, I would appreciate detailed information and referral process of potential students."

   "Bridging the gap between entry-level truck drivers and those with 3 - 5 years experience -- this will require brain storming."

4. Is West Hills taking full advantage of the resources you are offering the Network?

   a. If not, how can we better incorporate the Network partners into the overall working of the project?

      Four (4) members responded "yes".

      "Yes, involving schools, employers and training agencies which are resources for this school's courses. Seems to be adequate at this time."

      "Too early to tell."

      "No. Have more classes approved by FPIC. Available space (one office) for P.r.n. [illegible]."

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4. (Continued)

"Is SER taking full advantage of the resources offered by West Hills? No. As Pamela mentioned, there is rural and then there is RURAL Coalinga. I am hopeful we as an employment and training program may be able to offer services more consistent to residents of Coalinga. Perhaps with the establishment of the Cooperative Training Network, SER will be able to accomplish this."

5. What outcome would you like to see accomplished as a result of the Network meetings?

a. How can West Hills work successfully toward that goal?

"Some commitments by those members as to what they can provide that might assist the course 'get off the ground' for participants. Continued meetings and working together of this task force group until those goals are met."

"Closer working relationships. Keep the CTN going -- it should be a regular college program, not just a special project."

"More use by our agency of West Hills courses and facilities. Continue on present aggressive actions."

"Increased skills training to residents of Fresno County West Side. Perhaps this network concept."

"Quality training for students with job placement opportunities. Continue to meet or exceed state standards."

"A good school that will actually turn out well educated entry level drivers. Continue on the track we are on."

"A way to supply the drivers that the industry needs. Continue the group sessions."

APPENDIX C

ADVISORY COUNCIL MEETINGS

COOPERATIVE TRAINING NETWORK

ADVISORY COUNCIL MEETING

SEPTEMBER 27, 1989

1.0 Call to Order

1.1 Members Present
1.2 Introduction of New CTN Staff Members

2.0 Overview

2.1 Open Forum on OJT - Richard Bressman, SWIFT

3.0 Old Business

Service Providers	Industry Representatives
3.1 Student Case Studies -Hawkins	3.1 Insurance - Underwriting - Charles Ford
3.2 Scheduling Recruitment Visits to Employment and Training Agencies-Kennedy	3.2 Equipment Needs -Watanabe

4.0 Council Evaluation Form

4.1 Results of 8/30 Evaluation Form - Weatherman
4.2 Distribute New Evaluation Form

5.0 Agenda/Date/Time/Place for Next Meeting

6.0 Adjournment

COOPERATIVE TRAINING NETWORK

ADVISORY COUNCIL MEETING

MINUTES

September 27, 1989

Members Present:

Industry:

Harold Stearns	Bolton Truck Lines
Richard Wood	Commercial Transfer, Inc.

Employment & Training Agencies:

Sandra Leon Alfaro	SER/Jobs for Progress
Victor Coelho	Employment Development Dept. -Hanford
Gilbert Gonzales	Private Industry Council-Fresno
Charles Guest	Central Labor Council/Displaced Worker Project
John Lockie	Fresno Metropolitan Regional Occupational Center

West Hills College Staff:

Larry Brown	Project Director
Pamela Hawkins	Director, College Development
Karen Johnson	Director, Financial Aid
June Kennedy	Job Developer/Recruiter
Sam Martinez	Director, EOPS
Joe Watanabe	Instructor, Diesel Technology
Tammy Weatherman	Project Assistant

Visitors:

Richard Bressman	Swift Transportation Co., Inc.
Charles Ford	Lundberg & Associates

The Meeting was called to order by Larry Brown.

Mr. Ernie Flores, SER, made a brief statement welcoming the Council to the SER offices. Mr. Flores stated he would like to see SER more involved with West Hills College to better serve the needs of Coalinga and the surrounding areas.

There are two new staff members at West Hills College involved in the Cooperative Training Network/Truck Driving Project. They are Tammy Weatherman as Project Assistant, and June Kennedy as Job Developer/Recruiter. Both members were introduced and welcomed into the Council by Larry Brown.

Richard Bressman, Driver Recruiter for Swift Transportation Co., Inc., Stockton, California, was introduced to the Council by Larry Brown. Mr. Bressman was invited to address the Council about the on-the-job training program Swift has developed to help ease their problems with employee turnover. Mr. Bressman stated Swift has a turnover rate of approximately 80%. Mr. Bressman stated when the program began at Swift, he enlisted the aid of a community college in Phoenix, Arizona, stating Swift would hire anyone (passing the pre-screening process) who graduated from their Truck Driving Program with a B average or above. In order to do this and meet insurance requirements, Swift installed a computer system on each of their tractors. These computer systems enabled Swift to know exactly how and what each driver was doing. The computer prints out a report at the end of each run telling where and when the tractor was being driven, where and when it was parked, and how it was being driven. The cost of installing a computer on each tractor is approximately $2000.00. The trainees drive second seat with an experienced driver as trainer for approximately six weeks and are paid a straight salary. After the six week period each trainee is then evaluated to see if he or she is able to take on the responsibility of being a driver.

Harold Stearns and Richard Wood expressed interest in starting an on-the-job training program, but were concerned about the start-up costs. Both agreed they would be interested in seeing what kind of help they could obtain to offset these costs from the service providers.

Sandra Leon Alfaro stated SER could possibly pay up to 50% of the wages for a SER sponsored student during the training period. When asked if a student would have to start from the very beginning as a SER student, Ms. Alfaro stated each case would have to be evaluated on an individual basis.

Karen Johnson stated if the on-the-job training could somehow be added to the program before the student "graduates", Financial Aid could provide up to 45% of the wages under the "Work Study" program, if they could offer at least six hours of college credit for the experience.

Joe Watanabe expressed concern for the students enrolled in the program who do not meet Department of Transportation standards (good driving records). These students may graduate but will not be able to obtain Class A licenses. Mr. Watanabe stated he would like to have industry representatives address the class emphasizing what kind of individuals the major companies are looking for, work ethics, and what kinds of jobs are out there for the average truck driver.

Pamela Hawkins suggested having each student counseled before they enroll in the program to see if they have any problems with their driving records, any felonies on their records, or any problems with drugs or alcohol. The students could still enroll in the

program, but would know in advance what his or her chance of obtaining a Class A license would be.

At this time the meeting was recessed to separate into sub-groups, one addressed to the industry representatives, and the other addressed to the service providers.

Industry Representatives

Insurance: Charles Ford talked to the industry sub-group about the insurance problems related to the on-the-job training proposal. Mr. Ford stated if a company was to start an on-the-job training program such as Swift's, the insurance industry would probably welcome the idea as a possible means to reduce the "loss" risk already present with the addition of each new employee. Each company would have to start their own program and then submit it to their insurance company where it would be judged on an individual basis.

Mr. Bressman emphasized this program would have to have a definite commitment from the top people in the company to work. Each company would have to be willing to participate in their losses by possibly taking a higher deductible.

Due to the length of the discussion, industry adjourned to go back into regular session and agreed to continue this subject at the next Advisory Council Meeting.

Service Providers:

Student Case Studies: Three case studies were presented to the Employment and Training Agency sub-group.

Case Study No. 1

John Lockie stated the subject student does not seem positive. ROC offers a Pre-Employment Program (PEP) which is a two-week workshop to help with motivation. This workshop covers employment seeking and self esteem concepts. PEP is offered every other week.

Charles Guest stated for this student to be eligible for the Displaced Workers Program he would have to be unemployed. DWP will pay for training costs, but not living costs. Those students that apply for unemployment will continue receiving it through the course of training. DWP would send the subject student to Basic Ed, the GED first because his skills are limited. DWP can work with an eligible student for a period of one year. Mr. Guest agrees with the PEP concept and the subject student would need this type of training.

Sam Martinez stated if the student is eligible for EOPS he would also be eligible to receive an EOPS grant and work study money. He may also be eligible for a PELL grant. EOPS has limited transportation money on an emergency basis. West Hills College

has transportation available for $2.00 a day.

Mr. Martinez stated West Hills College has a Re-Entry Program for students who have been away from school. West Hills College also offers Self-Esteem Workshops, basic skill and tutorial services, plus individual and peer counseling.

Karen Johnson stated the financial aid office at West Hills College has various formulas to determine eligibility. Some grant programs available are the SEOG, EOPS, and PELL. Government Student Loans (GSLs) are also available, but are hard to obtain as the default rate among students is high. To apply for a GSL, a student is required to pre-test and to have pre-loan counseling. Ms. Johnson stated the Department of Education will allow and pay for students to work for and obtain a certain amount of training at the work site.

Victor Coelho stated he primarily works with veterans. Therefore, he would need more information about the student described in Case Study #1. For example, what are the employment goals of this student? He may have extended Veteran's benefits. The student would have to go to the Veterans Service Office for referral.

Mr. Coelho stated the EDD does offer a Job Search Workshop mainly for veterans on the last Wednesday of each month. The workshop covers motivation, job development techniques, and learning to accept failure as a stepping stone to success.

Due to the length of the discussion, the Employment and Training Agency sub-group agreed to continue this discussion at the next Advisory Council Meeting and adjourned to go back into regular session.

Council Evaluation Form: Tammy Weatherman read the results of the evaluation forms from the last Advisory Council Meeting held on August 30, 1989. The evaluation forms for this meeting were completed and returned.

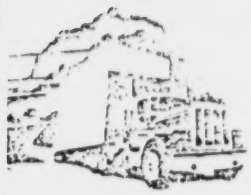
The next Advisory Council Meeting was scheduled for October 25, 1989 at 9:30 a.m., the meeting place to be announced at a later date.

There being no further business to discuss, the formal meeting was adjourned at 12:30 p.m.

APPENDIX D

NEWSLETTER

PROMOTIONAL INFORMATION



WEST HILLS COLLEGE
"A State of California Community College"
COOPERATIVE TRAINING NETWORK
TRUCKING ON THE MOVE

Vol. I No. 2 November 1989

DRIVER/SERVICE PERSONNEL SHORTAGE

General Comment:

Those of us who daily work within the transportation industry realize that there is a shortage of qualified drivers and service personnel. Only recently has our full attention been brought to focus on the personnel shortage issue. The recent regulation changes in California, and soon to be the rest of the nation, have made the personnel shortage chronic. No longer can transportation companies rely on other transportation companies to do their training. The people are not there in the pipeline. If you and your company are to survive the next decade, you will have to take an active role in helping people enter the industry and insist that they receive the proper education and training to be successful professionals in the industry that is so visible on the nation's highways. Get involved. Call us and find out how you can help. Let's keep America's trucks moving.

L.G. Brown, Project Co-Director
Trade, Technical & Industry Chairperson

VO-TECH WEEK CAREER DAY

In recognition of Vo-Tech Week, the Trade, Technical and Industry Division of West Hills College hosted a career day on November 1, 1989 for 75 high school students from Lemoore, Hanford, and Laton at the Coalinga campus. The students were given a tour of the automotive and diesel shop facilities to let them know about the vocational programs available at West Hills College. The students also observed a demonstration of tractor pulling by a vehicle built by West Hills College students. Truck driving proficiencies required to pass the Dept. of Motor Vehicles driving test were demonstrated by a student who had successfully completed the truck driving class. Throughout the day, the students were encouraged to think of West Hills College when they contemplate their plans after graduating from high school.

AMERICAN VOCATIONAL ASSOCIATION'S ANNUAL CONVENTION

Larry Brown, Trade, Technical, and Industry Division Chairperson, will be attending the American Vocational Association's Annual Convention in Orlando, Florida, from December 1-3, 1989. He will be presenting information about West Hills College and the Cooperative Training Network/Truck Driving Program from a booth at the AVA Convention Center on December 2, 1989. The booth will consist of West Hills College Cooperative Training Network/Truck Driving Program organizational materials and brochures.

SWIFT TRANSPORTATION CO. ADDRESSES CTN ADVISORY COUNCIL MEETING

At a Cooperative Training Network/Truck Driving Program council meeting held earlier this year, Sandra Leon-Alfaro, SER/Jobs for Progress, suggested a meeting between industry representatives and employment and training agency counselors to discuss the industry's expectations when employing truck drivers. In answer to this suggestion, Richard Bressman, Swift Transportation Company, was asked to address the November 8, 1989 council meeting held at the Fresno Private Industry Council offices.

The meeting was attended by representatives from SER/Jobs for Progress, the Fresno Private Industry Council, the Hanford Employment Development Department, and the Central Labor Council/Displaced Worker Project.

Swift Transportation Co. has established an on-the-job training program through an arrangement with Rio Salado Community College, Phoenix, Arizona. Richard Bressman stated by 1992 there will be a national shortage of between 300,000 and 500,000 over-the-road long-haul truck drivers. Truck driving schools are presently turning out approximately 75,000 new truck drivers annually. Of these 75,000, 60-70% will want local runs, leaving approximately 25,000 new drivers for over-the-road long hauls. Mr. Bressman suggested the industry wide turnover rate for truck drivers is approximately 150% per year, with 80-85% of the truck drivers having no formal instruction in driver training. Because of their on-the-job training program Swift has a turnover rate of only 80%, which is one of the lowest in the industry, but is still looking at a shortage of 1,400 truck drivers. "Even with truck driving programs offered by schools such as West Hills College, the demand for over-the-road long-haul truck drivers far outweighs the supply, and the need for more trucking industry certified classes will continue to grow in answer to this demand." stated Mr. Bressman.

TRUCK DRIVING PROGRAM TRAINING EXTENDED TO ON-THE-JOB TRAINING

Swift Transportation Co. has agreed to offer positions in their on-the-job training program to West Hills College Truck Driving Program students who successfully obtain a Class A license and are able to pass their pre-screening employment process. Students accepted into Swift's program will earn apprentice pay during six weeks of on-the-job training. For more information about Swift's program write to: Richard Bressman, Driver Recruiter, 781 Delta Way, Stockton, CA 95206, or call 1-(800)-233-9617.

NEW RECRUITER/JOB DEVELOPER JOINS CTN STAFF

June Kennedy has joined the Cooperative Training Network/Truck Driving Project staff as the Recruiter/Job Developer. Mrs. Kennedy comes to the project with many years of experience in working in a college atmosphere. Previously at West Hills College on the Lemoore campus, June was office manager working with students, college faculty and personnel. June worked in attendance accounting, as Secretary, and as Registrar while employed by the Sacramento County Regional Occupational Program. She is a welcome addition to the staff.

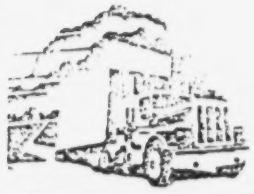
"I am happy to be working again for West Hills College and I am excited about the cooperation I have received after contacting area high school counselors and employment and training agencies. They all seem to be so interested in our Truck Driving program. I also am looking forward to helping the students find jobs in the trucking industry as they complete their coursework this semester", said Mrs. Kennedy.

MANDATORY DRUG TESTING LAW SET TO GO INTO EFFECT FOR CLASS A DRIVERS

Effective December 21, 1989 Department of Transportation drug testing regulations are set to go into effect for companies operating in interstate commerce. Interstate drivers of commercial vehicles weighing more than 26,000 pounds, interstate drivers of vehicles designed to transport more than 15 passengers including the driver, and interstate drivers of all trucks requiring placarding for hazardous materials will be required to be drug screened. Drivers already hired will be required to be screened with Department of Transportation physicals. New drivers will need to be drug tested as a pre-employment procedure. The drug screening is to be analyzed by a Department of Health and Human Services or National Institute on Drug Abuse (NIDA) certified and approved laboratory. All drivers who test positive are to be immediately disqualified from driving pending company action.

Cooperative Training Network
West Hills College
300 Cherry Lane
Coalinga, CA 93210

Did you know the Truck Driving Program at West Hills College is a part of California's largest diesel mechanics training program?



WEST HILLS COLLEGE
"A State of California Community College"
COOPERATIVE TRAINING NETWORK
TRUCKING ON THE MOVE

Vol. I No. 3 December 1989

SANTA DRIVES A PETERBILT

As the holidays approach, I am reminded of the Christmas spirit when I read of the industry's contribution to Food Partnership, or see a load of Christmas trees southbound on I-5. Having been asked to write an article on how truckers spend the holidays, I can do so only to dedicate it to the kind of people I used to run with.

To all the long-liners, I hope they lay you over somewhere nice, like San Diego, if you can't get home for Christmas. Also, I hope you find a good phone to call home on and a truck stop that will feed you a good turkey dinner, free!

To the people driving the mercy runs of donated toys and food, please be careful, because Christmas Eve is a cold, foggy night in the Central Valley. If there is a God, He knows you gave up some of your holiday to make it better for people not as lucky.

Thinking back not too many years, there were a lot of nights we ran fog in convoys miles long. Spelling off the front door, we kept each other going until we got home, Fresno, Modesto, Sacramento, wherever. I know it's still like that out there. This time of year we're all family.

Watch out for 4-wheelers. You know as well as anyone that tourists don't have the slightest idea of how to drive around trucks. It's tough, but we're the professionals. It's up to us to make up for their inexperience.

With another semester coming to an end, there will be a few new faces out there soon. This was a good class. All of them are people you wouldn't mind running with, they know what is ahead of them. As a favor to me, break them in right. They've worked hard enough to deserve a chance.

Best wishes and happy holidays to all.

J. Watanabe,
Truck Driving Program Instructor

AMERICAN VOCATIONAL ASSOCIATION'S ANNUAL CONVENTION

Larry Brown, Trade, Technical and Industry Chairperson, co-hosted a booth with the Department of Education at the American Vocational Association Annual Convention held in Orlando, Florida. The booth presented brochures and pamphlets about West Hills College and the Cooperative Training Network/Truck Driving Program. Mr. Brown also offered information about what steps West Hills College had taken to set up the Cooperative Training Network/Truck Driving Program. The convention consisted of trade shows and work shops directed at over 5,000 vocational instructors and administrative staff from in and out of the United States.

"The most interesting display was of a computer controlled truck driving simulator", stated Mr. Brown. "The simulators are sold as a basic unit of six driving simulators with one computer control unit, each simulator equipped with a seat, gearshift, complete control console, steering wheel, clutch, and ear phones. The computer is programmable for all types of problems and hazardous conditions." The Truck Driving Program staff will be following up this idea by visiting campuses with a truck driving simulator already in place to see how the use of a simulator would be of benefit to West Hills College.

TRUCK DRIVING INDUSTRY SURVEY

During the month of November the Cooperative Training Network, Truck Driving Program, sent out over 600 surveys to the truck driving industry. To date there has been about a 5% response rate. If you have a West Hills College Truck Driving Program survey **please complete and return it.** Your input is essential in identifying shortage areas. If you have not received a survey form and would be interested in completing one, please contact June Kennedy, Truck Driving Program Job Developer/Recruiter, at (209) 935-0801 or 1-800-255-1114, extension 274.

CTN ADVISORY COUNCIL MEETING

Since the month of December is a busy and festive time of the year, only one meeting of the Cooperative Training Network Advisory Council was scheduled. The meeting was held on December 6, 1989 at the offices of Commercial Transfer, Inc. Further discussion was held on adding an on-the-job training program to the West Hills College's Truck Driving Program. If you have an on-the-job training program in operation and would be interested in sharing your experiences and procedures, please contact Tammy Weatherman, Truck Driving Program Assistant, at (209) 935-0801 or 1-800-255-1114, extension 293.

NEW CLASS STARTS JANUARY 17, 1990

The Truck Driving Program at West Hills College starts its new semester on January 17, 1990. Lecture classes will be held from 7:00 p until 9:30 p.m. on Monday and Wednesday nights at the Lemoore campus and truck driving labs will be held for nine hours by arrangen at the Coalinga campus. Anyone interested may apply and register in person at any of the West Hills College campuses located in Lemo Coalinga, Avenal, and Firebaugh from now until December 20, 1989, from January 3-11, 1990, and January 16-23, 1990. Class si limited to the first 30 students, so register early.

Financial aid services are available for those who qualify. If you think you may qualify, please contact one of the service providers li below, or one from your area, **before** you register for the Truck Driving class.

Karen Johnson,
Director, Financial Aid
West Hills College
(209) 935-0801 or
1-800-255-1114, Ext. 219

Sandra Leon-Alfaro
SER/Jobs for Progress
(209) 237-5555

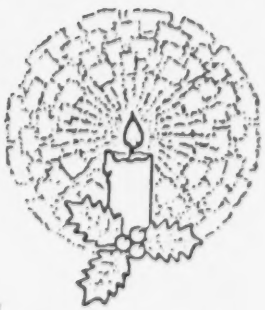
John Lockie
Fresno Metro. Regional
Occupational Project/Center
(209) 264-9767

Charles Guest
Central Labor Council/
Displaced Worker Project
(209) 251-5539

Nancy Silva
Kings County Private Industry
Council, Job Training Office
(209) 582-9213

Victor Coelho
Veterans Employment Rep. (VER)
Employment Development Dept.
(209) 584-9261

Cooperative Training Network
West Hills College
300 Cherry Lane
Coalinga, CA 93210



HAVE A SAFE AND
HAPPY HOLIDAY
FROM
WEST HILLS COLLEGE'S
COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

BEST COPY AVAILABLE

WEST HILLS COLLEGE

A STATE OF CALIFORNIA COMMUNITY COLLEGE

COOPERATIVE TRAINING NETWORK

TRUCKING ON THE MOVE

Vol. I No. 1 October 1989

100% PASS DMV TEST

Since the summer semester at West Hills College crams eighteen weeks of study into a ten week period, it is easy to understand how many students become frustrated and quit their summer classes. Surprisingly, twelve students in the West Hills College Truck Driving Program did not let the pressure defeat them. They successfully completed over 230 hours worth of classroom training and behind-the-wheel driving time during the 1989 summer session at West Hills, and are now legally licensed truck drivers.

The truck driving instructor, Joe Watanabe, stated that he had an extremely talented, bright group of students this summer.

"Learning to drive a truck is no easy task during a regular eighteen week school semester," stated Mr. Watanabe. "These folks sacrificed a lot to meet a demanding weekly class schedule. They put in over 25 hours a week to accomplish their goals. They should feel very proud of themselves."

The summer truck driving class was comprised of students from different walks of life. Many of them were active duty Navy personnel who took the course to add to their skills and increase their job levels. Others were students with a long-term goal of earning a trade or technical degree. Having completed such a demanding course in such a short period of time, they can all be classified as success stories.

PRIVATE INDUSTRY COUNCIL: AN AGENCY WITH HIGH GOALS

The Fresno Private Industry Council (FPIC) is a non-profit government agency whose aim is to help low income clients with job preparation, vocational training, and job placement. They are responsible for administering funds received under the federal Job Training Partnership Act (JTPA), and contract with organizations (service providers) to provide a wide range of training services and job placement assistance to eligible clients.

Specifically, FPIC offers up to 50% training cost reimbursement to businesses who participate in their On-the-Job Training program. The length of the training varies, however the client must be paid entry-level wages and work at least 20 hours per week.

The Youth Tryout employment program allows an employer to provide up to 250 hours of on-the-job skills training to youth who are enrolled

PRIVATE INDUSTRY COUNCIL(CONT'D.)

in school. FPIC reimburses 100% of the training salary and, upon successful completion of training, the employer hires the youth as a permanent employee.

In the spring of 1989, West Hills' truck driving program received curriculum approval from FPIC. According to Gilbert Gonzales, a project analyst with FPIC, West Hills' program is now eligible to receive student referrals from PIC sponsored service providers. Students will be the big beneficiaries of this affiliation, since they can now receive monetary support for entering the truck diving program, including help with transportation and day care costs. This additional assistance will encourage students to successfully complete the course.

COOPERATIVE TRAINING NETWORK HIRES NEW PROJECT ASSISTANT

This fall, a new person was added to the Cooperative Training Network project staff. Tammy Weatherman joined the project on September 13, 1989, and has been moving at a dead run ever since.

"My overall goal in this position is to work with students and staff in the CTN program in a manner that will be of long-term benefit to the trucking industry," says Tammy. She plans to accomplish this goal by meeting several objectives during the course of the project. Since the grant is geared toward helping nontraditional or disadvantaged students, she plans to work with a variety of government employment and training agencies in an effort to involve these agencies with the truck driving program. "Many times people don't know what types of vocational education programs are available to them," Ms. Weatherman states. "By actively involving people from the government agencies, I hope to get the word out."

Once students have enrolled in the program, Ms. Weatherman administers a variety of tests in order to evaluate their skill levels. "If a student has low basic skills, I suggest they enroll in a class to increase their levels." This will not only benefit the student, who is then prepared for the intense study needed to pass the truck driving course, but also the future employer, who will have a better equipped employee.

PROGRAM BACKGROUND

Through a grant from the U. S. Department of Education, Office of Vocational and Adult Education, West Hills College has created a **Cooperative Training Network** featuring its Truck Driving Program. The U. S. Department of Education funded 66% of the program ($162,607).

The program involves six primary partners, consisting of representatives from local government employment and training agencies, private industry, and community college staff.

The West Hills' Truck Driving Program is striving to become one of the first in the nation to be voluntarily certified as having met the trucking industry's qualifications and standards. If you would like more information about the program, please contact Tammy Weatherman at:

West Hills College
300 Cherry Lane
Coalinga, Ca 93210
(209) 935-0801, Ext. 293

CTN PROGRAM PATICIPANTS

CTN Advisory Council Members:

Sandra Leon-Alfaro,
SER/Job for Progress

Tom Bailey,
Triangle Lines, Inc.

Hal Beeler,
Kings County Truck Lines

Charles Ford,
Lundberg & Associates

Gilbert Gonzales,
Fresno Private Industry Council

Charles Guest,
Central Labor Council
Displaced Worker Project

Victor Coelho,
Employment Development Department

Edith Hatton,
Britz Fertilizers, Inc.

V. Paul Herbert,
Kings County Truck Lines

J. D. Johnson,
J & D Trucking

John Lockie
Fresno Metropolitan Regional
Occupational Program/Center

Nancy Silva,
Kings County Job Training Office

Dave Stroh
Condor Freight Lines

Richard Wood,
Commercial Transfer, Inc.

West Hills College Staff:

Pamela Hawkins,
Director, College Development
Larry Brown,
Project Director
Joe Watanabe,
Project Instructor

Tammy Weatherman,
Project Assistant
Mike Schnetzler,
Part-time Instructor
Paula Arnold,
Lab Assistant

WEST HILLS COLLEGE
"A State of California Community College"
COOPERATIVE TRAINING NETWORK
TRUCKING ON THE MOVE

Vol. I No. 4 January 1990

1990's - THE ERA OF SHORTAGES

Larry Brown, Project Co-Director
Trade, Technical & Industry Chairperson

It is a fact that the 1990's will bring an ever increasing shortage of skilled employees. The transportation industry is not the only area in our economy which will experience the "fact" of the 90's. The need for trained automotive and diesel mechanics continues to grow at an alarming rate. Industrial and technical education institutions have seen the steady decline of enrollments in vocational/technical programs in the past decade. We have struggled at ways to change this situation, but have experienced only limited success. It appears that fewer of our young people are interested in careers in the industrial and technical fields. The vocational emphasis in our society has changed from trade and technical to professional white collar careers. If we as an industry and nation are to prosper, we must help shift the emphasis back to the industrial and technical fields as they are necessary to retain the "quality of life" we are used to. Get the word out about the many opportunities and high demand for skilled technical labor. It is up to you and I to do what we can to encourage people to seriously consider vocational/technical careers or we may find our areas of employment "at-risk". Get involved. Call us, and talk to young people about jobs and careers in our industry and technical fields.

FALL SEMESTER ENDS - NEW DRIVERS AVAILABLE

Sixteen students completing the Fall 1989 Semester Truck Driving Program at West Hills College participated in the Department of Motor Vehicles driving test. Fourteen students successfully obtained Class A licenses. If you are interested in hiring any of our current or former graduates, please contact June Kennedy, Job Developer/Recruiter, at (209) 935-0801, Ext. 274 or 1-800-255-1114.

SER/Jobs for Progress

West Hills College's Cooperative Training Network/Truck Driving Project is based on a cooperative partnership between education, industry, and employment and training agencies. SER/Jobs for Progress became a partner in the Cooperative Training Network to conduct outreach/referral services for potential students eligible for their services.

Fresno SER/Jobs for Progress, Inc. is an affiliate of a national human resources development organization, and is funded under the Job Training Partnership Act (JTPA). SER's primary goals are to provide local employers with job applicants who have been selected to meet the requirements of specific vocational needs, and to reduce unemployment and welfare dependency. In addition to providing traditional employment agency services such as pre-screening, testing and employee recruiting, SER is engaged in extensive guidance, training and remedial programs.

In addition accounting courses taught at SER's Training Center, SER provides financial assistance and guidance to students attending local academic and trade institutions.

SER is authorized to provide substantial financial aid to employers in the form of on-the-job training reimbursements. The employer makes the hiring decision from potential trainees who have been pre-screened and tested and the new employee is then trained at the employer's location to that employer's performance standards. Other than payroll and hourly records and an employee evaluation form, SER handles all required reporting and paperwork. For this SER will reimburse the business for a substantial amount of the cost of training a new employee. The amount and length of training are determined by the complexity of the job and the qualifications of the trainee, and are established at the time of hiring. The trainee must be hired for a minimum of 32 hours per week and be paid the entry level wage for the job category.

To find out more about SER's benefits, contact:

SER/Jobs for Progress
Bldg B, Suite 116
1900 Mariposa Mall
Fresno, C[illegible] 93721
(209) 237-5555

SPRING 1990 SEMESTER BEGINS

The Spring 1990 Truck Driving class has begun with an initial attendance of 36 students. This class has started out as the largest so far since the class first began in January 1987. "Thank you" to all who have referred students to West Hills College.

CAN YOU HELP US . . .

The Truck Driving Program at West Hills College is in dire need of truck related equipment. If you have any parts which are not being used, or are in need of minor repairs, why not donate them to a good cause ... training new drivers and mechanics. We need power units, trailers, converter gears, and other truck components. **ALL DONATIONS ARE TAX DEDUCTIBLE.** Contact Larry Brown or Joe Watanabe at (209) 935-0801 or 1-800-255-1114.

Cooperative Training Network
West Hills College
300 Cherry Lane
Coalinga, CA 93210

Did you know West Hills College has a nationally acclaimed Rodeo Team currently #1 in the nation in collegiate rodeo competition?

CALTRUX

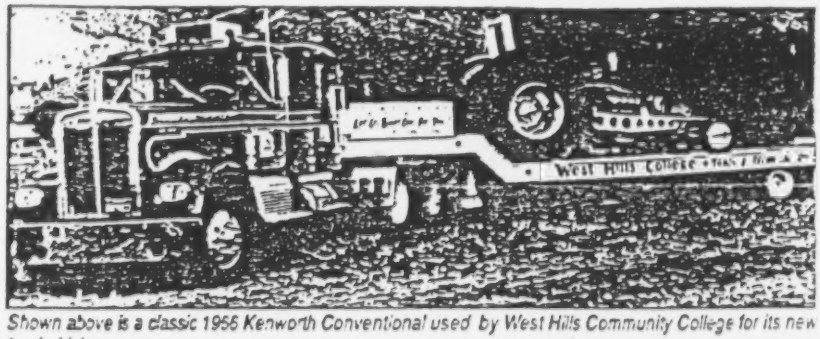
Vol XLI, No. 14 — Official Publication of the CALIFORNIA TRUCKING ASSOCIATION — July 24, 1989

West Hills CC helping to fill truck driver void

Through a grant from the U.S. Department of Education, West Hills Community College has created a Cooperative Training Network featuring its Truck Driving Program.

The purpose of the federally-funded program is to establish collaborative vocational projects through cooperative agreements. Under the grant, West Hills College has formed the Cooperative Training Network Advisory Council.

The council is comprised of members from public training agencies, including the Fresno Regional Occupation Center, Fresno Private Industry Council, Kings County Job Training Office and others. Industry is represented by safety directors and chief executive officers of trucking companies in the area, notably Commercial Transfer, Inc. and Triangle Lines, Inc. of Fresno.



Shown above is a classic 1956 Kenworth Conventional used by West Hills Community College for its new truck driving program.

With pending legislation (Public Law 99-570) mandating standardized criteria for the attainment of national commercial driver's license by 1992, The Cooperative Training Network truck driving project uniquely fills industrial, vocational and regional demands for viable

West Hills—continued on page 7

'Duke' signs dump truck legislation

Dump trucks are required to conform to standards that would reduce windshield breakage caused by loose aggregate material on highways under a law signed by Gov. George Deukmejian.

AB 610 (Leonard), signed by the governor on July 12, was necessary to clean up language in AB 3220 (Katz), and was signed as an "urgency bill," which makes it "effective and enforceable by peace officers immediately."

Because this bill was signed as an urgency bill, there will be no grace period. The law went into effect in January but was not enforceable. More information can be obtained by calling the legislative unit at CTA at (916) 373-3500.

Deadline extension on Ferraro decision

The California Public Utilities Commission last week extended the time for commenting on Administrative Law Judge Stan Ferraro's proposed decision on general freight (I.88-08-046). The time for comments, set to close July 3, was extended to July 24, and the time for replying, which was to be July 10, has been extended to July 31.

The extension came in the face of motions to extend time filed by a multitude of parties. The comments of many parties were rejected for technical reasons and the CPUC apparently wanted time to review all comments.

Because of the time delay, the order may now be considered for the first time at the August 3 conference. Sources close to the CPUC said, however, that it is not likely that the order will be considered before September.

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Drivers of the Month

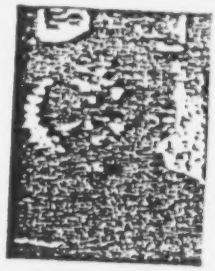
Dean Franklin

Line Driver
March

Dean has spent 25 of his 28 years in the business driving for Fairbanks Trucking Inc., his current employer.

He is a three-time Driver of the Month winner, having won in June 1985 and February 1987. Dean also won first place in the state in the 1986 roadeo.

Dean is married and is the father of four. He lists fishing and camping as his hobbies.



Ken Kenji Ohta

Local Driver
March

Ken has 24 years of driving experience and a spotless record. He has spent the last five years of his career with Tiger Lines Inc.

Ken has received awards from Tiger Lines and from the California Highway Patrol and Farmers Insurance, honoring him for his excellent record.

"He is an excellent driver and a professional employee," said a representative of Tiger Lines.

Ken is married with two children and is an avid bowler.

Walter M Perry

Local Drive
April

Walter was highly recommende for Driver of the Month and with goo reason.

In his 17-plus years as a drive Walter has logged more tha 1,275,000 miles without an acciden

"Walter is a very courteous drive and has an exceptional driving rec ord," said a representative of Con Way Western Express, Walter's em ployer. "He assists the safety repre sentative at the San Jose termina with road test and pre-employment screening."

Walter's hobbies include water sports, and being a mechanic.

Photo not available

Darrell Mathews

Line Driver
April

Darrell is a repeat Driver of the Month honoree. His excellent driving habits garnered him the award in 1986 also. Darrell, who drives for Smith Transportation Co., has been at it for 26 years, logging more than 3,000,000 miles without any kind of an accident.

Darrell is described as a "great guy" by his employers. "He takes great pride in himself and his work, his equipment, his company and his road expertise."

Darrell is married with two children and likes boating, motorcycles and truck roadeos.

West Hills—continued from page 1

truck driving skills in the San Joaquin Valley.

Students receive between 190 and 220 hours of classroom and road training and have access to extended support services, including job planning and placement. Industry is involved in assessing student competencies and evaluating the overall effectiveness of the training program.

An integral part of the program is extended outreach efforts to disadvantaged and other underrepresented student populations. In accordance with grant requirements, close attention is being given to the number of non-traditional and minority participants in the program.

The truck driving program at West Hills College is entering its third year in operation, and is experiencing considerable growth because of the involvement and support of the truck driving industry.

For more information, contact Melanie Denstaedt, West Hills Community College, 300 Cherry Lane, Coalinga, Calif., 93210, (209) 935-0801 or 1-800-255-1114.

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Truck Driving School with a Difference

WITH MORE AND MORE states tightening requirements for a commercial driver's license, the need for qualified truck drivers is becoming increasingly apparent.

Many truck driving schools have arisen to meet that need. One of the best is the Cooperative Training Network/Truck Driving Program at West Hills College, Coalinga, Calif., funded by the U.S. Department of Education.

What makes it special is not only a top notch faculty and curriculum—based on the Professional Truck Driver's Institute of America operator training criteria—but also its community involvement.

CTN has set up an advisory council which meets monthly to discuss issues related to training truck driving students, employment needs of private industry, and benefits offered to students by government agencies. It's comprised of people from local trucking companies (e.g., Commercial Transfer, Triangle Lines), government employment and training agencies (Fresno Regional Occupation Center, Fresno Private Industry Council, Kings County Job Training Office and others), and the community college staff.

CTN's goal is simple but meaningful: to produce well trained truck drivers. To that end, some 30 students complete up to 240 hours of training per semester, with 30-40 hours of actual behind-the-wheel time.

Driving includes offset and tight alley situations, with as little as 8" clearance, measured right and left turns so that students learn how to deal with trailer cheat, and a backwards serpentine.

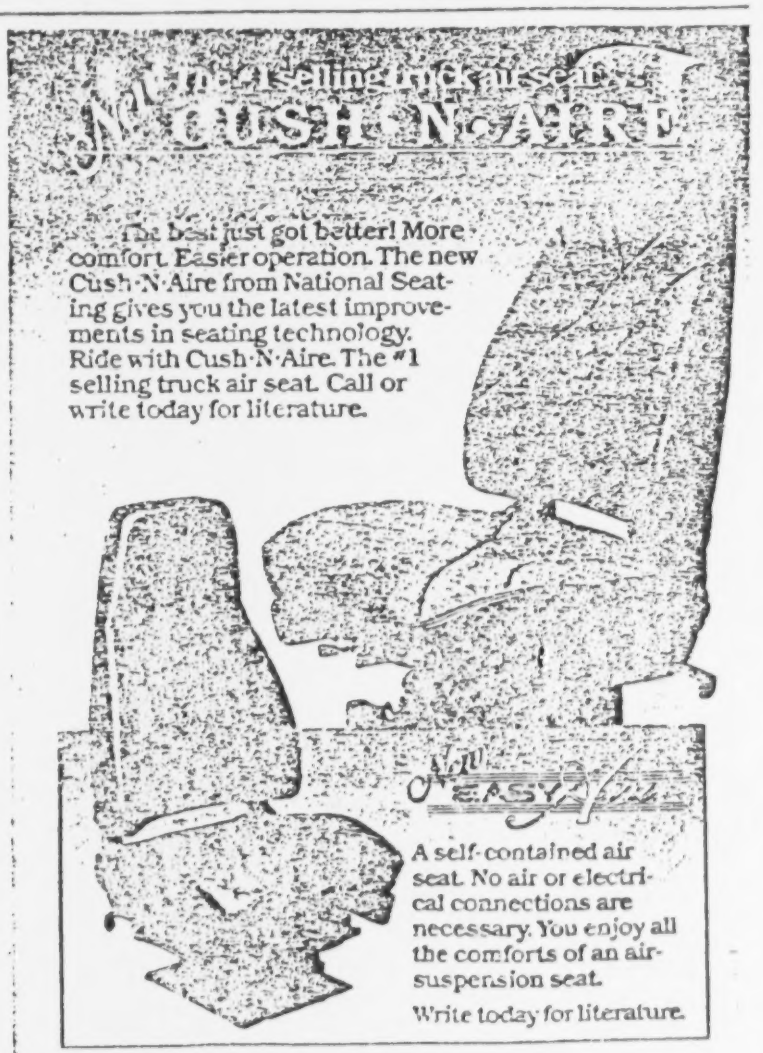
Coalinga's tight turns and hills have proved to be an ideal training ground. As student proficiency increases, short trips are made to more populated areas such as Fresno or Visalia. The student/instructor ratio ranges between 6:1 to 10:1.

In addition to driving skills, a great deal of emphasis is placed on mechanical knowledge. The theory is that understanding how something works will help to make its operation easier. Since the school has shop (repair) training facilities available, the student can see closeup what equipment abuse does to a truck.

Learning to perform simple maintenance is also part of the curriculum.

Extended support services are available, including job planning and placement.

For more information, contact Joe Watanabe, West Hills College, 300 Cherry Lane, Coalinga, CA 93210, phone 209-935-0801, X313.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APPENDIX E

COURSE INFORMATION

DRIVING TEST REQUIREMENTS

COMPONENTS

The driving test must consist of three components:

- A pre-trip inspection
- Four skill tests
- A road test

PRE-TRIP INSPECTION

This test must be completed and passed before the skill and road tests are conducted. Standards for the pre-trip inspection test are enclosed.

SKILL TESTS

Four of the following six tests must be conducted. Tests one through four should be given unless there is a reason (space, traffic, etc.) preventing their use, in which case tests five or six may be substituted.

1. Forward stop
2. Straight line backing
3. Alley dock
4. Measured right turn
5. Parallel parking
6. Backward serpentine

SKILL TEST SITE SELECTION

Skill tests may be conducted on an off-street or on surface streets during the road test.

To select an on-street site, look for an area with light traffic such as an industrial area.

In either case, make certain that the areas chosen are suitable for heavy vehicles and have the necessary overhead clearance.

SKILL TEST SET UP

For off-street sites, boundary lines should be painted or marked with tape. Cones or other markers should be used to mark the corners of the exercises.

At on-street sites and sites where painting or taping is not possible, cones or other markers should be used. The attached diagrams show the layouts and measurements for each skill test.

ROAD TEST ELEMENTS

The route should include the following:

1. Four left and four right turns. Include turns at traffic lights, stop signs and uncontrolled intersections. The turns should range from easy to somewhat difficult for a heavy vehicle. Although you should try to get a mixture of types of intersections, the exact mix does not matter.

2. A straight section of urban business streets. The section should be one to two miles long. It should contain through intersections and intersections with traffic lights. It should have moderate traffic density. Try to get a section where the driver can make lane changes. The section should be one that lets you see how the driver copes with traffic in a typical business area.

3. Two through intersections and two intersections where a stop has to be made. If possible, these intersections should be included in the urban section.

4. Two railway crossings. Try to get at least one uncontrolled crossing. The crossings should have enough sight distance for you to see if the driver makes search head movements when approaching each crossing. The driver's attempt to look left and right down the track will often be the only way you can tell if the driver noticed the crossing.

5. Two curves – one to the left and one to the right. Try to get curves tight enough to produce noticeable off-tracking of combination vehicles.

6. A two-lane rural or semi-rural road. This section should be about two miles long. If you cannot find a rural road near your office, an industrial street with few entrances and a higher speed limit is a good substitute. An undeveloped suburban road is also a good substitute. In general, you can use any road that has characteristics similar to a rural road.

7. A section of freeway. The section should start with a conventional ramp entrance and end with a conventional ramp exit. The section should be long enough for a heavy vehicle to do two lane changes during the section. A section of highway can be used if no freeway is available.

8. A downgrade. The grade should be steep enough and long enough to require gearing down and braking. A steep, short hill is the next best choice if a long grade cannot be found.

9. An upgrade. The grade must be steep enough and long enough to require gear changing to maintain speed. A steep, short hill is the next best choice if a long grade cannot be found. Use the same grade for both the downgrade and the upgrade if it is hard to find steep grades in your area.

10. A downgrade for stopping. This is a grade where a vehicle can be safely stopped and parked for a minute or so. The grade needs to be only steep enough to cause a vehicle to roll if the driver does not park properly. A gentle slope that will cause a heavy vehicle to roll is sufficient.

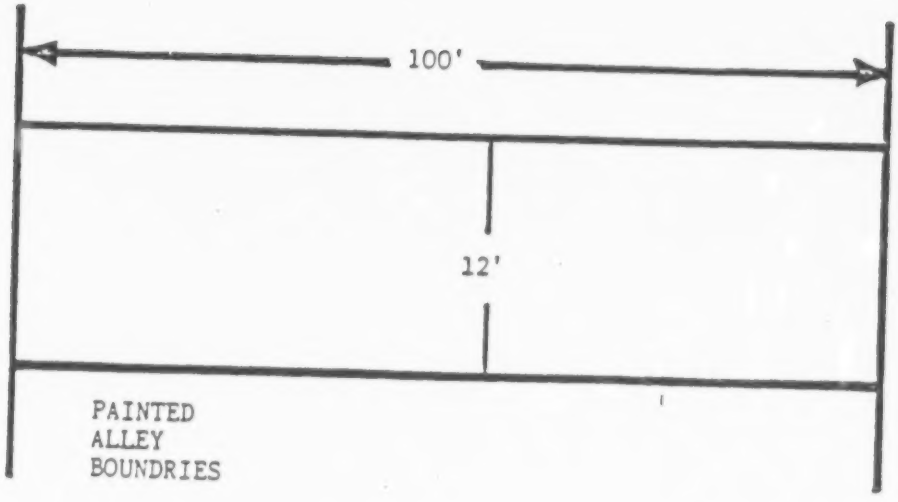
11. An upgrade for stopping. This is another grade where a vehicle can be safely stopped and parked for a minute or so. Use the same grade used for the downgrade stop if necessary.

12. One underpass or low clearance, and one bridge. The underpass should have a posted clearance height. The bridge should have a posted weight limit. If you cannot find underpasses or bridges with posted limits, use ones that do not have posted limits. If necessary, substitute a bridge for an underpass or an underpass for a bridge. If you cannot find any low clearance bridges, look for places that have signs a heavy vehicle driver should see. Examples of such signs are "No Commercial Vehicles After 11:00 p.m." or "Bridge with 10 Ton Limit in 5 Miles".

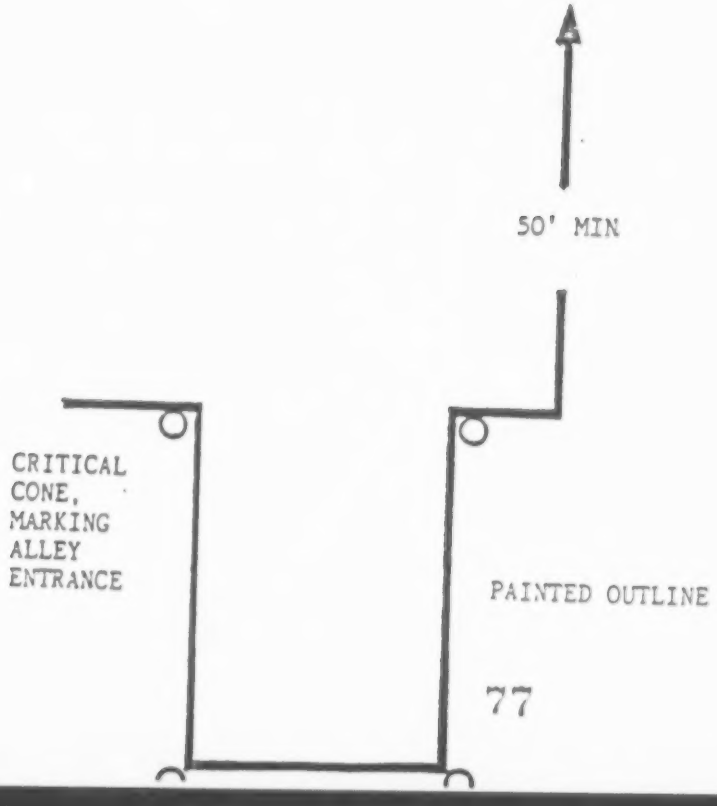
13. Simulated downgrade (before actual downgrade). A flat section of road about a quarter of mile long, with little or no traffic. A road with several lanes may be used if a slow vehicle will not interfere with traffic. The driver is to be asked to go through the motions and explain his/her driving actions down a steep grade.

1 FORWARD STOP

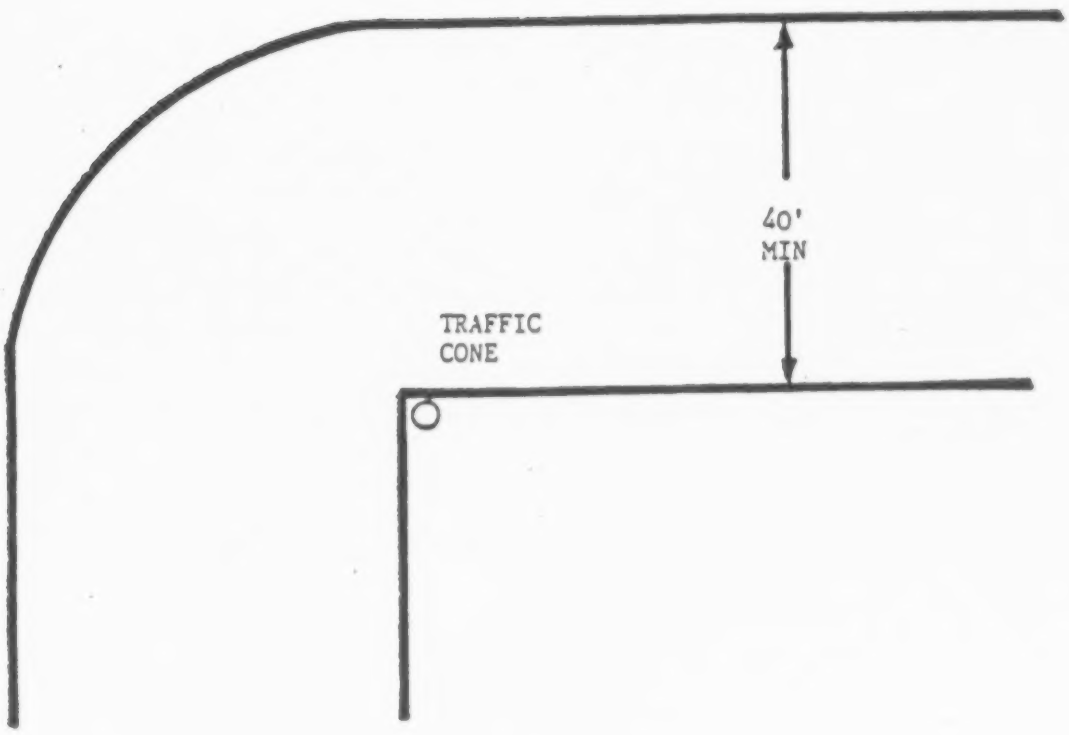
2 STRAIGHT LINE BACK



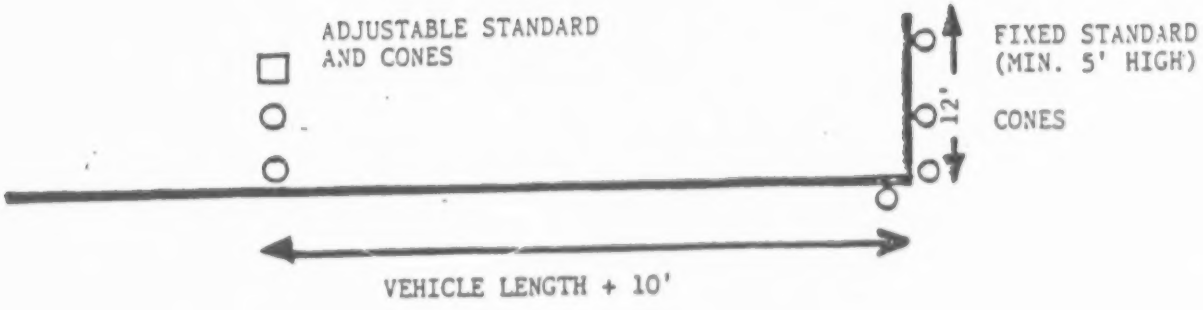
3 ALLEY DOCK



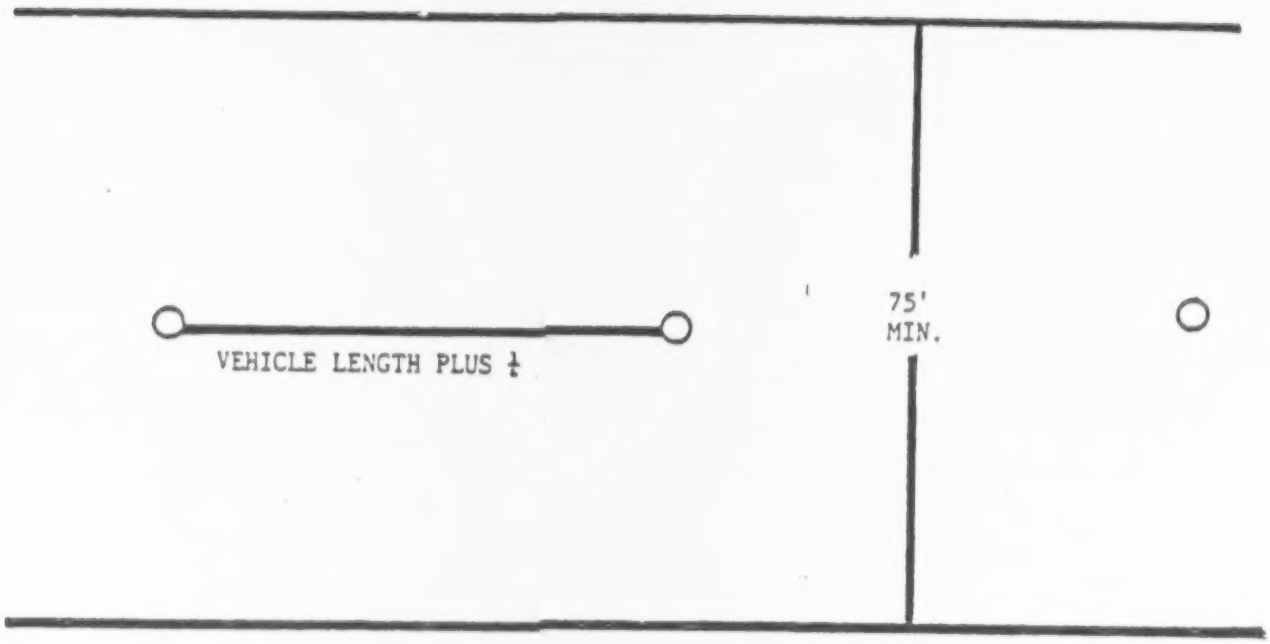
4 MEASURED RIGHT TURN



5 PARALLEL PARK



6 BACKWARD SERPENTINE



SKILL TEST STANDARDS

PURPOSE	The driver must successfully complete four of the following skill tests. The four tests should consist of the forward stop, straight line backing, alley dock and measured right turn, unless there is a reason (space, traffic, etc.), in which case parallel parking or backward serpentine may be substituted.
FORWARD STOP	Drive forward and stop within one foot of a designated mark.
STRAIGHT LINE BACKING	Back straight with no corrections.
ALLEY DOCK	Perform alley dock without touching markers or curbs.
MEASURED RIGHT TURN	Drive forward and make a right turn around a cone or marker.
PARALLEL PARKING (TRAILER ONLY)	Perform parallel parking maneuver without touching stanchion or curb.
BACKWARD SERPERTINE	Back around three markers in a serpentine manner without striking markers/curbs or jackknifing trailer. One correction (pullup) is allowed. Driver may exit vehicle to check position.

ROAD TEST STANDARDS

PURPOSE

The driver must successfully complete the following elements of the road test.

EQUIPMENT

The driver must demonstrate the usage of the following equipment:

[ ] Gears. Starts engine and shifts gears smoothly and in proper sequence. Does not shift gears while crossing railroad tracks.

[ ] Clutch. Uses clutch to coordinate smooth transition of gears.

[ ] Signaling. Signals when starting from curb. Begins signaling correctly approximately 100 feet before making turn. Begins signaling correctly before beginning lane change. Discontinues signaling after turn or lane change.

[ ] Auxiliary Equipment. Turns on headlamps before starting when necessary due to lighting conditions. Uses high beams only when necessary to improve visibility and without adversely affecting other drivers. Uses windshield wipers as necessary to maintain good visibility. Uses defroster when needed to prevent interior windows from fogging.

[ ] Accelerator. Accelerates smoothly and only at a rate appropriate for current conditions.

[ ] Brake. Applies brakes smoothly. Slows and stops vehicle safely. Before starting, releases parking brake completely.

[ ] Steering Position. Steers with both hands, evenly spaced, firmly gripping steering wheel (except when shifting or signaling).

[ ] Seat Belt Use. Fastens seat belt securely before moving vehicle, as required by law.

BASIC DRIVING SKILLS

The driver must successfully demonstrate the following basic skills.

[ ] Intersections/Railroad Crossings. Checks for cross traffic as needed before entering blind or uncontrolled intersection.

[ ] Changing Lanes. Checks proper mirror(s) before changing lanes.

[ ] Entering/Exiting Freeway. Enters/exits freeway smoothly and safely.

[ ] Pulling from Curb. Checks mirror(s) before pulling out.

[ ] Grade Control. When stopping on grade, maintains control of vehicle without roll back.

[ ] Setting Wheels and Controls. Parks against curb on grade. Sets proper gear and parking brake. Blocks wheel against curb to prevent roll back.

[ ] Driving on Upgrade/Downgrade. Maintains proper control of vehicle when driving upgrade/downgrade.

[ ] Obedience to Sign or Signal. Anticipates changes in and obeys any signal controlled device or traffic sign.

[ ] Position after Stopping. Stops within five feet before stop limit line or behind vehicle ahead.

[ ] Makes Full Stops. Makes complete stops when stops required by law.

[ ] Right and Left Turns.
- [ ] Makes turns without swinging unnecessarily wide.
- [ ] Makes turns without cutting them short.
- [ ] Begins turns in proper lane.
- [ ] Completes turns in proper lane.

[ ] Yields Right of Way. Checks, anticipates and determines right-of-way priority. Proceeds and yields without disrupting or confusing traffic.

[ ] Pedestrians. Obeys pedestrian signs and zones. Yields whenever necessary for pedestrian safety.

ROAD TEST STANDARDS (CONTINUED)

[ ] Emergency Vehicles. Pulls to right and stops safely upon awareness of siren and flashing lights of emergency vehicle.

[ ] Accepting Right-of-Way. Safely accepts technical right-of-way.

[ ] Speed Limit. Drives within speed limit.

[ ] Needless Stops. Does not drive slower than it is safe to drive, considering weather, traffic and road conditions.

[ ] Basic Speed Law. Does not drive faster than it is safe to drive, considering weather, traffic and road conditions.

[ ] Turns/Curves. Slows far enough in advance and makes turn at a speed which allows driver to maintain safe control of vehicle.

[ ] Approaching Corners. Slows to 15 mph upon approach to blind intersection.

[ ] Entering/Exiting Freeway. Enters/exits freeway at a safe speed.

[ ] Following Distance. Consistently follows at a safe speed and following distance.

[ ] Steering Smoothness. Turns steering wheel smoothly and with full control. Complete movement of wheel unencumbered. Turns only by the amount necessary.

[ ] Position in Lane. Drives completely in lane.

[ ] Choice of Lane. Drives in appropriate lane.

[ ] Dangerous Maneuver. Alert for, and responsive to, hazards.

[ ] Striking Object. Does not strike any object unnecessarily.

[ ] Control. Maintains awareness of driving environment and reacts accordingly.

[ ] Driving Hazards. Scans 'the big picture', as evidenced by eye and/or head movements.

PRE-TRIP INSPECTION STANDARDS

PURPOSE	The driver must check the following items during the pre-trip inspection to demonstrate that he/she understands what to check and can identify hazardous conditions or equipment malfunctions.
EXTERIOR LIGHT IDENTIFICATION	[ ] high beam headlights [ ] low beam headlights [ ] turn signals [ ] brakelights [ ] emergency flashers [ ] clearance lights
HORNS	[ ] check that horn works
SPLASH GUARDS	[ ] If required, checks that guards are present, firmly attached and are not damaged.
FLUID LEVELS	[ ] Identifies method of checking fluid levels. This may include radiator, motor oil, transmission fluid and power steering fluid. NOTE: Actual opening of fluid reservoirs or pulling of dip sticks is not required if the applicant properly describes method of checking.
BELTS AND HOSES	[ ] Identifies and checks condition of belts/hoses and connections. May include generator, air compressor or fan belts and power steering, water, radiator or smog pump hoses.
FLUID LEAKS	[ ] Checks for and points out obvious fluid leaks.
TIRES, WHEELS, LUGS AND RIMS	[ ] Checks tires for excessive tread wear, bumps, cuts, etc. [ ] Checks wheels and rims for cracks or other damage. [ ] Checks that all lugs are present and tight. Looks for rust around lugs.

PRE-TRIP INSPECTION STANDARDS (CONTINUED)

SPRINGS AND SHOCK ABSORBERS	[ ] Checks springs for missing or broken leaves. [ ] Checks for loose, broken or leaking shocks
BRAKES, DRUMS AND LININGS	[ ] Checks condition of brakes including linings and drums for excessive wear or damage. [ ] Checks push rods and slack adjusters for proper adjustment.
AXLE SEALS	[ ] Checks for cracks or leakage.
DOORS AND MIRRORS	[ ] Checks that passenger and cargo doors are secure. [ ] Checks mirrors for proper mounting, adjustment, damage and visibility.
EMERGENCY REFLECTORS	[ ] Identifies location of three required reflectors and assures that they are in serviceable condition.
FUEL TANKS	[ ] Checks that tanks are not damaged and are secure, that caps are tight and that there is no leakage.
AIR/ELECTRICAL LINES AND CONNECTORS	[ ] Checks air/electrical lines for damage or leaks and assures that they are in good condition. [ ] Checks that connectors are in good condition and firmly attached.
FIFTH-WHEEL ASSEMBLY	[ ] Identifies the following parts: King pin, locking pin, safety latch and release handle. [ ] Checks that fifth-wheel assembly does not have broken or damaged parts, that assembly is firmly attached to tractor and that trailer is firmly attached to fifth wheel.

PRE-TRIP INSPECTION STANDARDS (CONTINUED)

LANDING GEAR

[ ] Checks that gear is fully raised and that handle is secured or fully raised.

[ ] Checks that landing gears have no missing or damaged parts.

STARTING SEQUENCE

[ ] Starts vehicle by depressing clutch and/or checks for neutral, turns on ignition, activates starter and releases starter.

BRAKE SYSTEMS

Checks for the following:

[ ] Air compressor cuts in at 85 P.S.I./min.
[ ] Air compressor cuts out at 130 P.S.I./max. (Normal acceptable cut out range from 110 to 120 P.S.I.)
[ ] Static pressure loss no greater than 2 P.S.I. per minute for a single vehicle or 3 P.S.I per minute for combination.
[ ] Applied pressure loss no greater than 3 P.S.I. per minute for a single or 4 P.S.I. per minute for a combination.
[ ] Low pressure warning devices (light/alarm) activate between 55 and 75 P.S.I.
[ ] Emergency/parking system operates properly.

GAUGES

Identifies and explains the following gauges/readings:

[ ] oil pressure [ ] fuel [ ] temperature
[ ] ammeter or voltmeter
[ ] vacuum (if applicable) [ ] tachometer

HEATER/DEFROSTER

[ ] Identifies and can operate.

WINDSHIELD, WIPERS AND WINDOWS

[ ] Checks that windows are free of any condition which obstructs view.

[ ] Checks that wipers function properly.

PANEL LIGHTS

[ ] Identifies indicator lights on instrument panel.

PRE-TRIP INSPECTION STANDARDS (CONTINUED)

ADDITIONAL ITEMS	The following additional items must be included for bus operators.
FIRE EXTINGUISHER	Checks for the following: [ ] secured in holder [ ] inspection plate, classification 4 B.C. min. [ ] pressure gauge functional (charged) [ ] wire/plastic seal unbroken [ ] pin secured (if applicable) [ ] inspection tag dated within 12 months [ ] location sign (if not visible)
PASSENGER ENTRY DOORS	[ ] Checks doors to assure they are free of damage and functioning properly.
EMERGENCY EXITS	[ ] Checks that emergency exit signs and lights are properly displayed. [ ] Can indicate location/function of emergency exit door(s)/ window(s) and warning light/alarm.
SEATS/ GENERAL INTERIOR	[ ] Checks seats and condition of vehicle interior. [ ] Checks interior lights

SYLLUBUS

COURSE: DT90 A,B, TRUCK DRIVER LICENSING

INSTRUCTOR: JOE WATANABE

OFFICE: S-11, 935-0801 EX.313 9:00-12:00 & 1:00-5:00 MON.
OTHER TIMES BY ARRANGEMENT

TEXTBOOKS: TRUCKING: A Truck Driver's Training Handbook
by Gilliland and Millard

D.M.V. Professional Driver's Handbook

Federal form #MCS-59 (standard 2 copy log book)

Optional: D.O.T. Motor Carriers' Safety Regulations
D.O.T. Hazardous Materials Handbook
California Vehicle Code book

SAFETY REQUIREMENTS: Proper attire, closed toe shoes, etc.

GENERAL REQUIREMENTS AND GRADING:

Grade is figured on a straight percentage. Points are earned by attendance, performance, outside assignments, and extra time, which cannot be assured. It may be availiable, it may not.

Attendance at any given class session are 10 points. Performance at that session is graded on a scale of 1-10. Example: Double weekend lab of two 4-1/2 hr. sessions--20 points attendance, 7 points a.m. session, 8 points p.m. session, total of 35 points out of 40.

Tests graded as percentage of correct answers. Example: 17 out of 20 right is 85% = 8.5 points for grade.

Letter grade is figured on total points earned divided by total points availiable. Example: 150 points out of 200 points = 75% Letter grade of C.

95 - 100 = A
81 - 94 = B
71 - 80 = C
61 - 70 = D
60 and lower = F

ATTENDANCE POLICY:

If notified previous to class time, 5 points will be given for an excused absence. All other points including tests, lab time,

etc. must be made up for credit. Makeup time may or may not be availiable, so DON'T COUNT ON IT!!!

EXAMS:

A LETTER GRADE OF "C" MUST BE MAINTAINED TO TAKE CLASS DRIVING FINAL FOR 200 POINTS. NO EXCEPTIONS. THIS EXAM IS PASS/FAIL!!!

Written final of 100 essay type questions worth 200 points must be taken to recieve a letter grade, or an Incomplete will be assigned as a final letter grade. If written final is not made up, grade refers back to whatever percentage student has at that time.

Upon successful completion of drive final, student will be scheduled for D.M.V. drive test. YOU MUST PASS DRIVE FINAL TO GET TO D.M.V.!!!!

MISCELLANIOUS:

- ALWAYS HAVE A BALL POINT PEN. I DO NOT LOAN THEM.
- DRIVING FINAL IS PASS/FAIL. YOU HAVE ONE SHOT AT IT.
- YOU MUST PASS DRIVE FINAL TO BE SCHEDULED FOR D.M.V.
- GRADING IS STRICTLY PERCENTAGE. YOU ONLY GET OUT OF THIS CLASS WHAT YOU PUT INTO IT.
- ANY PREVENTABLE ACCIDENT WILL RESULT IN YOUR BEING DROPPED.
- I WILL ONLY WRITE A LETTER OF REFERENCE FOR A GRADE OF B OR HIGHER.
- EQUIPMENT ABUSE WILL NOT BE TOLERATED!!!! AT ALL!!!
- NO ONE IN THIS CLASS IS GUARANTEED A LICENSE

CLASS OBJECTIVES

This class was designed to teach you the basic skills necessary to get your foot in the door of the trucking industry. To do this, you must fully appreciate what a Class A license means in terms of responsibility, maturity, and the ability to think on your own.

You must realize that as a professional driver, you aren't allowed many mistakes, if any at all. This class is exceptionally tough to teach you just that. You must be able to prove to us that you have the skill to safely operate a Class 8 truck before we give you the chance to take the D.M.V. driving test. There are no exceptions to this.

C.D.L. REVIEW QUESTIONS

1. What is the formula used to figure stopping distance in a truck? _____

2. When are you supposed to turn your headlights on and off?

_____

3. What rule about speed and distance should you remember when driving at night? _____

4. How do you test for leaks in a hydraulic brake system?

_____

5. According to the Handbook, how far should you be looking ahead of yourself, in seconds? _____

6. If you go into a front wheel skid, will the direction you turn the steering wheel have any effect on the direction of the skid? _____

7. What is a good indication of looseness when checking fasteners such as nuts and bolts? _____

8. How would you test the parking brake on a truck with air brakes? _____

9. How often must you renew a medical certificate? _____

10. When should you inspect your cargo? _____

_____

11. Why is the center of gravity of a load important to you? _____

_____

12. When disabled on a 2-way, 2-lane road, where should reflectors be placed? _____

13. What is the most common cause of vehicle skids? _____

_____

14. What should be done to tires during hot weather? _____

_____

15. What do you do if you break traction? (Rear wheel skid)

_____

16. What is a good sign that your brakes are failing? _____

_____

17. Which lanes are you allowed to drive in on a four lane interstate? _____

18. What should be remembered about using mirrors, and what you can see out of them? _____

19. Who is responsible for the proper loading, weight-wise, of cargo? _____

20. Who sets the limit of how much weight you can put on a truck?

_____

21. How much weight can you put on the steering axle of a truck?

_____

22. How much weight can be placed on the drivers of a truck (3 axle)? _____

23. How tall can a vehicle, not counting load, stand on the roadway? _____

24. What is the maximum length of vehicle and load? _____

25. When will the trailer emergency brakes apply? _____ p.s.i.

26. When will the spring brakes apply? _____ p.s.i.

27. What is the maximum height of vehicle and load? _____

28. What is the most important factor to consider in going around corners? _____

29. When may you haul hazardous material if you don't have a hazardous endorsement? _____

30. How much weight is allowed on the drive axle of a truck (2 axle)? _____

31. When do you need to run a driver's trip log? _____

32. What is needed on a load that extends beyond the rear of the vehicle by four feet or more? _____

33. What is the minimum number of tiedowns required on shifting cargo? _____

34. What must you remember when bobtailing? _____

35. What is the maximum length of a single vehicle in this state?

_____

36. How much weight can you put on the tire (s) of one end of a truck axle? _____

37. What is the weight limit on tandem trailer axles? _____

38. Name the three systems of modern air brake systems:

a. _____ b. _____ c. _____

39. What does the air governor control? _____

_____

40. When should the low air pressure warning device activate? ___

_____

41. When driving, what holds to emergency/parking brakes back? __

_____

42. According to the book, when is the only time you should lock your wheels? _____

43. What is the formula to figure leakdown on air brake systems?

_____

_____

44. When must you drain air tanks, when not equipped with automatic tank drains? _____

45. When a leak develops, what keeps air in the supply tanks? ___

_____

46. Why do air brakes react slower than hydraulic brakes? _____

_____

47. What item in an air brake system helps to eliminate brake lag?

_____

48. What happens when you blow the emergency line going down the road? _____

49. Are the brakes set or released when checking slack adjuster freeplay? _____

50. What should slack adjusters look like when properly adjusted?

_____

51. What happens if the service line becomes disconnected when traveling down the freeway, and why is it dangerous? _____

_____

52. When will the tractor protection valve activate? _____ p.s.i.

53. Were trailers built before 1975 required to have spring brakes? _____

54. When ar the brake and suspension systems of a truck most effective? _____

55. How far beyond the front of a vehicle may a load extend? _____

_____

56. What is the color code for truck air lines? _____

_____

57. What should be done before backing under at railer? _____

_____

58. Why should dummy couplers be used? _____

_____

59. How do you line up to back under a trailer? _____

_____

60. When air pressure is lost, which locks up first, tractor or trailer? _____

61. Should you use a trailer hand valve for parking? _____

62. How is the kingpin locking device checked, once you have backed under a trailer? _____

63. How do you know the fifth wheel height is correct when backing under a trailer? _____

64. Where should the landing gear be positioned before you leave the yard? _____

65. When properly coupled, where should the safety latch on the fifth wheel be positioned? _____

66. What can change the overhead clearance of a truck? _____

_____

67. Which is easier to do in a tractor-semi -- turn to avoid a collision or stop quickly? _____

68. Can mismatched tire sized be used on the same axle? _____

69. What should be remembered when a tire blows at highway speeds?

_____

70. How fast must you go to pass a slower vehicle, and how long a distance can be taken to complete the maneuver? _____

_____

71. Why do liquid loads require more caution than dry freight? ___

_____

72. What is the purpose of an alcohol evaporator? _____

_____

73. What part of the kingpin should the fifth wheel locking jaws be closed around? _____

74. What are two things a driver can do to prevent rollovers?

a. _____ b. _____

75. What does the book say about using the trailer hand valve to prevent trailer skids? _____

APPENDIX E-1

COURSE EVALUATION

PROGRAM EVALUATION FORM

Evaluator's Name Thomas D. Bailey Date 5/15/89

Organization Triangle Lines, Inc.

Instructors:

1. Do instructors have enough working knowledge of the trucking industry to be effective?

   yes

2. Do instructors spend enough time in one-on-one training with students?

   yes

   a. If so, is it effective?

   yes

   a. If not, how can instructors improve this training time?

3. Are instructors innovative enough to constantly challenge the student's skill, or alter an exercise to fit an individuals student's level?

   yes

4. Are instructors strict enough to insure proper equipment handling and avoid abuse?

   yes

   a. If not, how can they develop better equipment handling skills in students?

5. Comments:

   In a comparison with other training methods this one is far superior.

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Driving Course:

1. Does the Precision Driving Maneuvers' Course provide an adequate skill level to function in industry?

   yes

   a. If not, how should the course be improved?

2. Does the Road Test Route encompass enough situations to expose students to the everyday operations and situations which an average driver would encounter?

   yes.

   a. If not, what important experiences are missing from the Route?

3. Due to the remoteness of our area, we are unable to extensively expose our students to heavy traffic and electrical traffic controls. How could we compensate for this?

   I am not sure this is any different than when a vehicle makes a unexpected stop in front of a driver.

5. Comments:

   It has been my experience that a driver must always be prepared for the unexpected.

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Overall Perspective:

1. Is the program tough enough to insure a qualified entry-level driver?

   yes

   a. If not, what is lacking from the curriculum?

2. Does the program have an adequate student/instructor ratio?

   This will depend on the quality of the students.

   a. If not, what ratio would you recommend?

3. Can students learn what is needed in industry on the equipment we have available?

   yes

   a. In your opinion, what equipment should be added to our training program?

      a class 6 or 7 tractor

4. What other part should industry play in the driver training process?

   Send representatives to meet the students especially personnel managers.

5. What employment/skill equivalency should students receive who successfully complete our program?

   One to two years. Job experience.

6. Comments:

   I think the course is making headway and can only get better with time and proper funding.

PROGRAM EVALUATION FORM

Evaluator's Name TOM BAILEY Date 10/13/89

Organization TRIANGLE LINES, INC.

INSTRUCTORS:

1. Do instructors have enough working knowledge of the trucking industry to be effective?

   Yes

2. Do instructors spend enough time in one-on-one training with students?

   Yes

   a. If so, is it effective?

      yes

   b. If not, how can instructors improve this training time?

3. Are instructors innovative enough to constantly challenge the student's skills or alter an exercise to fit an individual student's level?

   yes

4. Are instructors strict enough to insure proper equipment handling and avoid abuse?

   Very good.

   a. If not, how can they develop better equipment handling skills in students?

5. Comments:

DRIVING COURSE:

1. Does the Precision Driving Maneuvers' Course provide an adequate skill level to function in industry?

   yes

   a. If not, how should the course be improved?

2. Does the Road Test Route encompass the variety of circumstances needed to expose students to the everyday operations and situations which an average driver would encounter?

   yes.

   a. If not, what important experiences are missing from the Route?

   I don't know if you can train someone for the sudden lane changer encountered on a freeway

3. Due to the remoteness of our area, we are unable to extensively expose our students to heavy traffic and electrical traffic controls. How should we compensate for this?

   If the problem is faced while driving their Car. they will be able to adjust for the different vehicle they drive.

4. Comments:

   I like your Demerit System with the examples.

Sorry this so late in returning this.

Tom Bailey

OVERALL PERSPECTIVE:

1. Is the program tough enough to insure a qualified entry-level driver?

   a. If not, what is lacking from the curriculum?

2. Does the program have an adequate student/instructor ratio?

   a. If not, what ratio would you recommend?

3. Can students learn what is needed in industry on the equipment we have available ?

   a. In your opinion, what equipment should be added to our training program?

4. What other role should industry play in the driver training process?

5. What employment/skill equivalency should students receive who successfully complete our program?

6. Comments:

PROGRAM EVALUATION FORM

Evaluator's Name RICHARD WOOD Date 8/3/85

Organization [illegible]

INSTRUCTORS:

1. Do instructors have enough working knowledge of the trucking industry to be effective?

   Definately

2. Do instructors spend enough time in one-on-one training with students?

   YES

   a. If so, is it effective?

      YES

   b. If not, how can instructors improve this training time?

3. Are instructors innovative enough to constantly challenge the student's skills or alter an exercise to fit an individual student's level?

   YES

4. Are instructors strict enough to insure proper equipment handling and avoid abuse?

   Definately

   a. If not, how can they develop better equipment handling skills in students?

5. Comments:

DRIVING COURSE:

1. Does the Precision Driving Maneuvers' Course provide an adequate skill level to function in industry?

   YES

   a. If not, how should the course be improved?

2. Does the Road Test Route encompass the variety of circumstances needed to expose students to the everyday operations and situations which an average driver would encounter?

   Except extremely heavy traffic ie. Los Angeles or San Francisco

   a. If not, what important experiences are missing from the Route?

3. Due to the remoteness of our area, we are unable to extensively expose our students to heavy traffic and electrical traffic controls. How should we compensate for this?

   If possible run SR99 to Fwy 41 during work commute hours

4. Comments:

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OVERALL PERSPECTIVE:

1. Is the program tough enough to insure a qualified entry-level driver?

   YES

   a. If not, what is lacking from the curriculum?

2. Does the program have an adequate student/instructor ratio?

   YES

   a. If not, what ratio would you recommend?

3. Can students learn what is needed in industry on the equipment we have available ?

   Could be improved

   a. In your opinion, what equipment should be added to our training program?

   Bobtail with 20' Van & Light City tractor under heavy load and empty

4. What other role should industry play in the driver training process?

   Further Support

5. What employment/skill equivalency should students receive who successfully complete our program?

   1 years experience

6. Comments:

Summer 1989

PROGRAM EVALUATION FORM

Evaluator's Name MIKE O'BRIEN Date /

Organization CHEMICAL WASTE MANAGEMENT INC.

INSTRUCTORS:

1. Do instructors have enough working knowledge of the trucking industry to be effective?

   YES

2. Do instructors spend enough time in one-on-one training with students?

   YES

   a. If so, is it effective?

   FROM PERFORMANCE OF PRE TRIP INSPECTIONS AND DRIVING COURSE IT APPEARS TO BE EFFECTIVE

   b. If not, how can instructors improve this training time?

3. Are instructors innovative enough to constantly challenge the student's skills or alter an exercise to fit an individual student's level?

   YES

4. Are instructors strict enough to insure proper equipment handling and avoid abuse?

   YES

   a. If not, how can they develop better equipment handling skills in students?

5. Comments:

DRIVING COURSE:

1. Does the Precision Driving Maneuvers' Course provide an adequate skill level to function in industry?
   YES. IT WAS GOOD TO SEE THE SERPENTINE BACKING COURSE STILL BEING OFFERED TO THE STUDENTS
   a. If not, how should the course be improved?

2. Does the Road Test Route encompass the variety of circumstances needed to expose students to the everyday operations and situations which an average driver would encounter?
   FAIRLY WELL, GIVEN THE LIMITED ELEMENTS IN THIS AREA.
   a. If not, what important experiences are missing from the Route?
   CITY DRIVING, HEAVY STOP AND GO TRAFFIC. SELECTING PROPER LANE FOR UNINTENTIONAL EXITS DUE TO HEAVY TRAFFIC

3. Due to the remoteness of our area, we are unable to extensively expose our students to heavy traffic and electrical traffic controls. How should we compensate for this?
   ATTEMPT TO COMPENSATE BY TRAVEL TO CITIES LIKE FRESNO OR LARGER CITIES WHEN EVER POSSIBLE TO RIDE ADDITIONAL EQUIPMENT. ETC.
4. Comments:

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OVERALL PERSPECTIVE:

1. Is the program tough enough to insure a qualified entry-level driver?

   a. If not, what is lacking from the curriculum?

2. Does the program have an adequate student/instructor ratio?

   It appears that the ratio is getting to be fairly close to the limit. If large signups result in serious ent the current instructors would be swamped.

   a. If not, what ratio would you recommend?

3. Can students learn what is needed in industry on the equipment we have available ?

   As a basic truck driver, yes. Advanced truck driving such as tanker certification/hazardous materials should come

   a. In your opinion, what equipment should be added to our training program?

   Tankers, possible semi end dumps (further th

4. What other role should industry play in the driver training process?

5. What employment/skill equivalency should students receive who successfully complete our program?

6. Comments:

Instructor_____Course_____

1. Does the course syllabus explain learning objectives, grading procedu etc. adequately?
   a) Yes b) No

2. Does the textbook relate to the course?
   a) No b) Rarely c) Sometimes d) Yes e) Does Not Appl

3. Does the material presented in class relate to the class?
   a) Yes b) Usually c) Sometimes d) Rarely e) No

4. Does the instructor meet the class on time?
   a) Yes b) Usually c) Sometimes d) Rarely e) No

5. Does the instructor hold class for the full period?
   a) Yes b) Usually c) Sometimes d) Rarely e) No

6. Is the instructor enthusiastic about his/her subject?
   a) No b) Rarely c) Sometimes d) Usually e) Yes

7. Does the instructor present ideas and theories clearly?
   a) No b) Rarely c) Sometimes d) Usually e) Yes

8. Does the instructor make good use of examples and illustrations?
   a) Yes b) Usually c) Sometimes d) Rarely e) No

9. Are class presentations well planned and organized?
   a) No b) Rarely c) Sometimes d) Usually e) Yes

10. Are assignments appropriate to the course?
    a) Yes b) Usually c) Sometimes d) Rarely e) No

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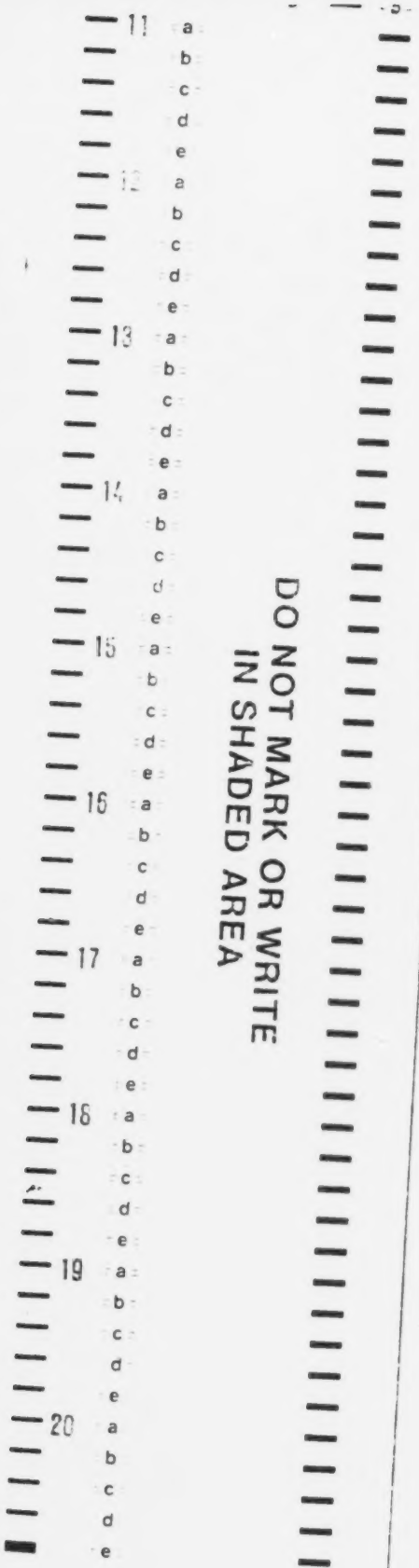

11. Are the exams a fair test of the class lectures and assigned mat
a) Yes b) Usually c) Sometimes d) Rarely e) No

12. Are tests and assignments returned to students within a reasonal of time?
a) No b) Rarely c) Sometimes d) Usually e) Yes

13. Does the instructor encourage discussion?
a) No b) Rarely c) Sometimes d) Usually e) Yes

14. Does the instructor accept expressions of opinions differing from own?
a) Yes b) Usually c) Sometimes d) Rarely e) No

15. Is the instructor available for individual assistance?
a) No b) Rarely c) Sometimes d) Usually e) Yes

16. Would you take a class from this instructor again?
a) Yes b) Usually c) Sometimes d) Rarely e) No

17. Write what you like about this course.

18. Write what could be improved about this course.

WEST HILLS COLLEGE

COOPERATIVE TRAINING NETWORK PROGRAM EVALUATION

---

1. What was your main reason for enrolling in the Truck Driving Program?

2. What did you expect to learn from the Truck Driving Program?

3. Did you receive training in the areas in which you found useful?

   ☐ yes ☐ no Explain:

4. In your opinion, what was the best thing about the Program?

5. Do you think your participation in the Truck Driving Program has improved your chances of finding a job(s)?

6. Because of the Truck Driving Program, do you think you have a better chance of keeping a job?

7. Would you recommend this program to others?

   ☐ yes ☐ no Explain:

8. All things considered, how would you rate the Program?

   ☐ Excellent ☐ Good ☐ Fair ☐ Poor

9. How would you improve the Program?

10. Would you like to participate in other vocational educational classes at West Hills College? Please specify.

APPENDIX F

COOPERATIVE WORK AGREEMENTS

PRIVATE INDUSTRY COUNCIL PARTNERSHIP

FRESNO
PRIVATE INDUSTRY
COUNCIL
TRAINING FOR BUSINESS

Charles Francis
Executive Director

May 9, 1989

Chairperson
Cercle Ponchetti
J.E. Ethridge Construction Inc

Vice Chairperson
Ray Shilling
Central Labor Council

Secretary
Chuck Cekola
C.J. Cekola & Sons

Finance Officer
William Riddlesprigger
Fresno Branch NAACP

Al Boutte
Employment Development Department

Cliff Devis
Devis Advertising

Luise Medina
Centro La Familia

Henry Palomino
La Mercantil

Wesley Slade
Wes Paul Associates

Leo Takeuchi
Fresno City College

Ms. Melanie Denstaedt
West Hills College
300 Cherry Lane
Coalinga, CA 93210

Dear Ms. Denstaedt:

We cordially invite you to attend our next Skills Training Task Force meeting on May 18, 1989, at 1:30 PM, in the FPIC Conference Room.

During this meeting, your course will be reviewed as listed below:

Course	Time
Basic Truck Driving	2:30 PM

We have received a copy of this course, and will be asking you to explain the curriculum, midpoint and completion skill levels, and testing mechanism. Therefore, please bring with you the curriculum and back-up materials in support of this course.

If you have any questions or concerns, please call Gilbert Gonzalez at 266-3742, extension 21.

Sincerely,

J.L. Morrison, Jr.
Deputy Director

JLM/GG/lj

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1736 East Lewis • Fresno, CA 93701 • (209) 266-3742

WEST HILLS COLLEGE
300 Cherry Lane
Coalinga, CA 93210
(209) 935-0801

BASIC TRUCK DRIVING

Midpoint: 3
Completion: 6
Length of Training: 240 hours

Competency Number	Description	Testing Mechanism
1	Orientation - Regulations and Vehicle (42 hours) o Review State Commercial Drivers Handbook o Review Air Brake endorsement o Review combination vehicle endorsement o Vehicle component identification o Vehicle checkout and inspection	-Successfully pass state written examination for commercial learning permit. -Written quiz, pass at 70% level. -Instructor observation and 70% level checklist.
2	Basic Vehicle Operation (42 hours) o Vehicle component identification and function o Parking lot driving to include: a. Starting & stopping vehicle b. Clutch operation c. Gear shifting (low speed) d. Orientation to large vehicle e. Backing principles/precision driving withing a restricted course. o Street driving to include: a. Road shifting up and down b. Steering in coordination with other functions c. Proper braking procedures d. Defensive driving skills e. Road courtesy and professional attitude development.	-Written quiz, pass 70% level. -Instructor observation of demonstrated skill development. -Pass at 70% level on checklist of skills. -Instructor observation of demonstrated skill development. -Pass at 70% level on checklist of skills.
3	Mid-Level Vehicle Operation in Parking Lot (64 hours) o Parking lot driving to include: a. Low-speed shifting b. Stopping & starting within prescribed limit c. Straight-line backing d. Line of sight alley dock backup maneuver e. Measured & restricted right turn f. Back-up maneuver, serpentine around atleast three markers	-Instructor observation of demonstrated skill development. -Pass at 70% level on checklist of skills. -Pass necessary written examination at 70% level.

-Midpoint

Competency Number	Description	Testing Mechanism
4	Mid-Level Vehicle Operation on Road (64 hours)	
	o Road driving to include skill development in the following competencies: a. Left and right turns b. Urban street, two and four lane c. Intersections non-controlled d. Intersections controlled e. Railway crossing f. Curves right and left g. Rural two-lane h. Rural four-lane i. Freeway, overpass, off & on ramps j. Hill operation k. Steep grade uphill & downhill l. Uphill & downhill stopping m. Upshift and downshift through all forward gears under all road conditions	-Instructor observation of demonstrated skill development. -Pass at 70% level on checklist of skills. -Pass necessary written examinations at 70% level
5	Final-Phase Vehicle Operation (26 hours)	
	o Preparation for D.M.V. test requirements off and on road a. Pre-trip inspection b. Forward stop c. Straight-line backing d. Alley dock e. Measured right turn f. Parallel parking g. Backward serpentine o On Road a. Straight road urban and rural b. Intersections through and stop c. Curved road urban and rural d. Freeway, to include on and off ramp e. Upgrade and downgrade f. Uphill stopping and starting g. Downhill stopping and starting h. Upshift and downshift through all forward gears	-Pass necessary written examinations at 70% level -Instructor observation of demonstrated skill development. -Pass at 70% level on checklist of skills.
6	D.M.V. Testing Phase (6 hours) o For those students who successfully pass competency number five (5), performance testing. a. D.M.V. off-road skill test b. D.M.V. on-road skill test c. D.M.V. written tests	-Pass written and skill performance tests at a level acceptable for the D.M.V.

FRESNO
PRIVATE INDUSTRY
COUNCIL
TRAINING FOR BUSINESS

Charles Francis
Executive Director

June 2, 1989

Mr. Larry Brown, Project Director
West Hills College
300 Cherry Lane
Coalinga, CA 93210

Dear Mr. Brown:

The FPIC Skills Training Task Force met on May 15, 1989, to review new skills training courses. The following course was approved for use by the JTPA direct service providers:

Course Name	Dot Code	Midpoint Compet.	Completion Compet.
Basic Truck Driving	905.663	3	6

This information will be communicated to the JTPA direct service providers via an informational bulletin. Thank you for your cooperation in this matter.

Sincerely,

J.L. Morrison, Jr.
Deputy Director

JLM/GG/ta

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COOPERATIVE TRAINING NETWORK

Sample Cooperative Work Agreement

Introduction

In compliance with the mandates expressed in _____the West Hills Community College District (WHCCD) and the _____ Program agrees to coordinate their activities in the manner described in this document.

This agreement and the procedures and policies it encompasses will become effective _____and will remain active until _____, subject to a review by both parties in _____.

At such review, this agreement may be updated, modified, or discontinued as either or both parties deem appropriate.

I. AGENCY RESPONSIBILITIES

West Hills Community College District and _____both agree to:

1. Designate a contact person within their respective agencies who will be responsible for overseeing and facilitating the coordination process. These persons will, further, be available to answer service related questions raised by staff persons of other agencies.

2. Make such designations available to the other agency by _____,_____.

3. Assist the Cooperative Training Network Project Director in production of a Policies and Procedures Manual which will detail the procedures and policies outlined in this document and will include detailed service listings for both agencies within the _____area:

This document is to be completed and distributed to appropriate personnel in both agencies by _____.

II. PARTNER RESPONSIBILITIES

1. _____will refer all students applying for services directly to WHCCD upon application.

2. _____also agrees to provide agency services to a minimum of _____and a maximum of _____ students referred by WHCCD.

3. Counselors will provide WHCCD with eligibility status reports on all students on a regular basis. Formal updates will also be available upon request.

4. Intake Personnel will be responsible to provide WHCCD formal notification when a student has been enrolled in a supportive component.

III. WHCCD RESPONSIBILITIES

1. WHCCD agrees to screen all students referred by _____and to provide these persons with program information.

2. WHCCD will provide partner agencies with semester reports indicating the disposition and present status of all referrals.

3. WHCCD will provide partner agency personnel with all appropriate client related appraisal and assessment information upon course completion.

We hereby agree to abide by the terms set forth in this document.

_____
Responsible party signature

_____
Responsible party signature

_____
Date

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

PROGRAM EVALUATION FORM

Evaluator's Name _____ Date _____

Organization _____

INSTRUCTORS:

1. Do instructors have enough working knowledge of the trucking industry to be effective?

2. Do instructors spend enough time in one-on-one training with students?

   a. If so, is it effective?

   b. If not, how can instructors improve this training time?

3. Are instructors innovative enough to constantly challenge the student's skills or alter an exercise to fit an individual student's level?

4. Are instructors strict enough to insure proper equipment handling and avoid abuse?

   a. If not, how can they develop better equipment handling skills in students?

5. Comments:

DRIVING COURSE:

1. Does the Precision Driving Maneuvers' Course provide an adequate skill level to function in industry?

   a. If not, how should the course be improved?

2. Does the Road Test Route encompass the variety of circumstances needed to expose students to the everyday operations and situations which an average driver would encounter?

   a. If not, what important experiences are missing from the Route?

3. Due to the remoteness of our area, we are unable to extensively expose our students to heavy traffic and electrical traffic controls. How should we compensate for this?

4. Comments:

OVERALL PERSPECTIVE:

1. Is the program tough enough to insure a qualified entry-level driver?

   a. If not, what is lacking from the curriculum?

2. Does the program have an adequate student/instructor ratio?

   a. If not, what ratio would you recommend?

3. Can students learn what is needed in industry on the equipment we have available ?

   a. In your opinion, what equipment should be added to our training program?

4. What other role should industry play in the driver training process?

5. What employment/skill equivalency should students receive who successfully complete our program?

6. Comments:

APPENDIX G

INTAKE INSTRUMENTS

Tests used to help properly place the student in classes and provide appropriate support services.

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

APPLICATION

SECTION I: IDENTIFICATION

1. Name: Sex: ☐ Male ☐ Female

2. Age:

☐ 18 and under ☐ 19 - 24 ☐ 25 - 30

☐ 31 - 35 ☐ 36 - 40 ☐ 40 and over

2. Home Address: Telephone Number:

3. Name of Emergency Contact:

4. Address: Telephone Number:

SECTION II: EDUCATION

SCHOOLS ATTENDED. Complete columns (b) thru (e) for schools attended. For "other" type of school show elementary or junior high school, if currently attending one, or graduate or other school.

a. TYPE OF SCHOOL	b. NAME OF SCHOOL	c. LOCATION (City and State or Country)	d. DATES ATTENDED		e. DEGREE, DIPLOMA, LIC./CERTIFICATE RECEIVED
			From	To	
General High School					
Technical or Vocation High School					
Other Tech. or Vocational School					
College					
Other					

6. Are you currently enrolled in school full-time: ☐ yes ☐ no

7. Are you scheduled to return next semester: ☐ yes ☐ no

8. Have you received a GED? ☐ yes ☐ no

9. What was the highest grade you completed?

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SECTION III: FAMILY DATA

10. Family Status: Place an "X" in the appropriate box(es).

☐ Single Parent ☐ Parent In Two-parent Family

☐ Other Family Member ☐ Non-dependent Individual

☐ No. of Dependents (Other than self) _____

11. Are you eligible for, or do you now receive any financial aid?

SECTION IV: ETHNICITY/OTHER CHARACTERISTICS

12. Race/Ethnic Group

☐ Asian/Pacific Islander ☐ Black ☐ Mexican American

☐ Native America ☐ White ☐ Other (Specify)_____

12. Do you have a handicap constituting significant barriers to employment?

☐ yes ☐ no Specify:

SECTION V: WORK HISTORY

13. Have you been employed at any time in the last six months?

☐ yes ☐ no If "no", list last date worked and title:

14. Describe all jobs held in the last 26 weeks, starting with the most recent position. Include military jobs and volunteer work.

a) START DATE	b) END DATE	c) JOB TITLE	d) DESCRIPTION OF DUTIES
e) NAME OF EMPLOYER		f) ADDRESS (No., Street, City, State, ZIP Code)	
STATUS ("X" one) ☐ Full-time ☐ Part-time		g) HRLY. WAGE	h) HRS./WEEKS	i) REASON FOR LEAVING

a) START DATE	b) END DATE	c) JOB TITLE	d) DESCRIPTION OF DUTIES
e) NAME OF EMPLOYER		f) ADDRESS (No., Street, City, State, ZIP Code)	
STATUS ("X" one) ☐ Full-time ☐ Part-time		g) HRLY. WAGE	h) HRS./WEEKS	i) REASON FOR LEAVING

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a) START DATE	b) END DATE	c) JOB TITLE	d) DESCRIPTION OF DUTIES

e) NAME OF EMPLOYER	f) ADDRESS (No., Street, City, State, ZIP Code)

STATUS ("X" one)	g) HRLY. WAGE	h) HRS./WEEKS	j) REASON FOR LEAVING
☐ Full-time ☐ Part-time			

15. Are you working part-time but seeking full-time work?

☐ yes ☐ no

16. If you have been unemployed, please check time period:

☐ 10 of the last 12 weeks? ☐ 15 of the last 20 weeks?

17. Are you receiving unemployment compensation?

☐ yes ☐ no ☐ Ineligible

18. Have you received a layoff notice in the last six months?

☐ yes ☐ no

Mother' Madien Name_____ Date_____

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

DIVERSITY TORLERANCE SURVEY

Directions: Print your mother's maiden name and the date on the top line of this page. This information is necessary so that we can compare test answers.

Put a check by those items that you believe are true. There are no right or wrong answers.

_____ 1. Color is unimportant in relations with people.

_____ 2. All Hispanics are alike in their attitudes and behavior.

_____ 3. Women who want men's jobs are not real women.

_____ 4. Whites are always trying to use minorities.

_____ 5. Minorities and whites share many of the same ups and downs in life.

_____ 6. Handicapped people want to be responsible in society.

_____ 7. Blacks are angry.

_____ 8. Men cannot fully understand what it means to be a woman.

_____ 9. Talking and working together are possible strategies to work out problems among all people.

_____ 10. Minorities will always welcome and appreciate being part of white social groups.

_____ 11. Handicapped people are oversensitive.

_____ 12. Men have all the power.

_____ 13. Interdependence is needed between all people.

_____ 14. All women are deceptive.

_____ 15. People in America who speak other languages in addition to English do so because they feel comfortable speaking in their native tongue.

_____ 16. White people are better than all other races of people.

_____ 17. Women are capable managers and supervisors.

_____ 18. Race is not important in human relations.

_____ 19. Minorities are human--with individual feelings, aspirations, and attitudes.

_____ 20. There is a real difference between male and female, but not the basis on which to determine behavior.

_____ 21. All blacks will let you down in the "crunch".

_____ 22. Whites are human being and , whether they should or not, have their own hang-ups.

_____ 23. Talking about disabilities may embarrass handicapped people.

_____ 24. Men and women are more alike in their attitudes and behavior than they are different.

_____ 25. Whites are united in their attitude toward minorities.

_____ 26. Minorities have a heritage of which they are proud.

_____ 27. I may be part of the racial problem.

_____ 28. The only way to succeed in America is to "act white".

_____ 29. Women must be controlled.

_____ 30. Men are not really trying to understand the situation of women.

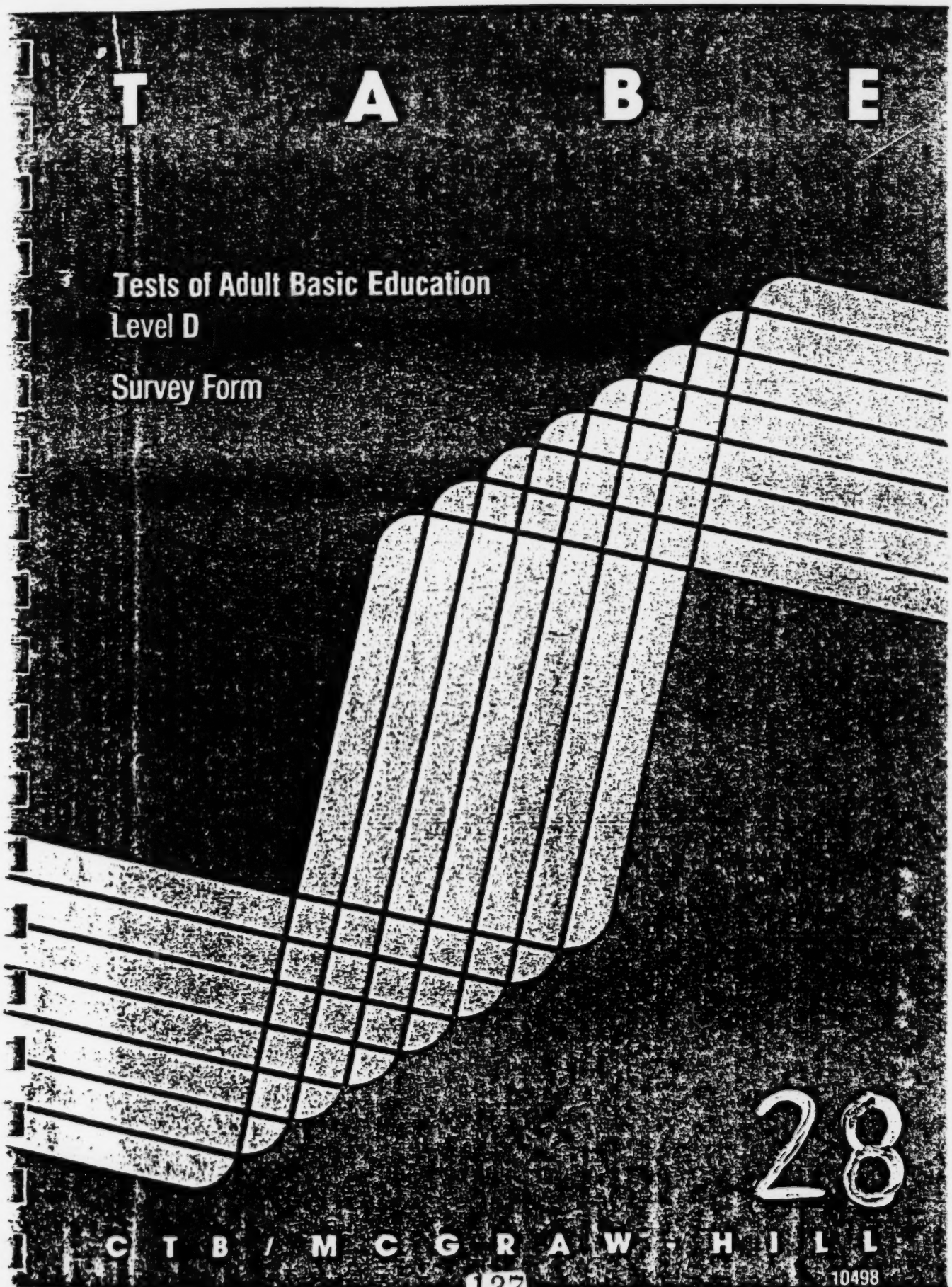
_____ 31. Most minorities can handle whites' authentic behavior and feelings.

_____ 32. Liberal whites are not racists.

_____ 33. Openness between people is healthy.

_____ 34. Silence is a sign of hostility.

_____ 35. People count as individuals.



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WEST HILLS COLLEGE
COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

TABE ASSESSMENT RESULTS

DATE: _____

NAME: _____

The following scores are the results of your TABE Assessment Tests that you were given on _____.

The results were averaged out according to the number of correct answers on the three basic tests given. A GPA (Grade Point Average) was then given on each subject, with an overall GPA score compiled from the three final test scores. The GPA readings let you know what grade level you are functioning at on certain subjects. Your GPA for the following subjects are as follows:

Math _____ Language _____ Reading _____

Overall GPA _____

Comments: _____

_____

_____

_____

_____

_____

All test scores are strictly confidential.

If you have any questions regarding your scores or would like further information, please feel free to contact me at (209) 935-0801, Ext. 274.

June Kennedy
Job Recruiter/Developer

SURVEY FORM
READING

LEVEL : _____

VOCABULARY

A	A	B	C	D
B	F	G	H	J
C	A	B	C	D

1	A	B	C	D
2	F	G	H	J
3	A	B	C	D
4	F	G	H	J
5	A	B	C	D
6	F	G	H	J
7	A	B	C	D
8	F	G	H	J
9	A	B	C	D
10	F	G	H	J
11	A	B	C	D
12	F	G	H	J
13	A	B	C	D
14	F	G	H	J
15	A	B	C	D

TABE

Tests of Adult Basic Education

NAME _____

ID NUMBER _____

EXAMINER _____

PROGRAM _____ TEST DATE _____

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FOR SCANTRON STAND – ALONE SCANNERS ONLY

COMPREHENSION

A	A	B	C	D
1	A	B	C	D
2	F	G	H	J
3	A	B	C	D
4	F	G	H	J
5	A	B	C	D
6	F	G	H	J
7	A	B	C	D
8	F	G	H	J
9	A	B	C	D
10	F	G	H	J
11	A	B	C	D
12	F	G	H	J
13	A	B	C	D
14	F	G	H	J
15	A	B	C	D

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SURVEY FORM
MATHEMATICS

LEVEL : _____

COMPUTATION

A	A	B	C	D	E
1	A	B	C	D	E
2	F	G	H	J	K
3	A	B	C	D	E
4	F	G	H	J	K
5	A	B	C	D	E
6	F	G	H	J	K
7	A	B	C	D	E
8	F	G	H	J	K
9	A	B	C	D	E
10	F	G	H	J	K
11	A	B	C	D	E
12	F	G	H	J	K
13	A	B	C	D	E
14	F	G	H	J	K
15	A	B	C	D	E

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TABLE

Tests of Adult Basic Education

NAME _____

ID NUMBER _____

EXAMINER _____

PROGRAM _____ TEST DATE _____

FOR SCANTRON STAND – ALONE SCANNERS ONLY

A	A	B	C	D
1	A	B	C	D
2	F	G	H	J
3	A	B	C	D
4	F	G	H	J
5	A	B	C	D
6	F	G	H	J
7	A	B	C	D
8	F	G	H	J
9	A	B	C	D
10	F	G	H	J
11	A	B	C	D
12	F	G	H	J
13	A	B	C	D
14	F	G	H	J
15	A	B	C	D

SURVEY FORM
LANGUAGE

LEVEL : _____

MECHANICS

A	A	B	C	D	E
B	F	G	H	J	K
C	A	B	C	D	E
1	A	B	C	D	E
2	F	G	H	J	K
3	A	B	C	D	E
4	F	G	H	J	K
5	A	B	C	D	E
6	F	G	H	J	K
7	A	B	C	D	E
8	F	G	H	J	K
9	A	B	C	D	E
10	F	G	H	J	K
11	A	B	C	D	E
12	F	G	H	J	K
13	A	B	C	D	E
14	F	G	H	J	K
15	A	B	C	D	E

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TABE

Tests of Adult Basic Education

NAME _____

ID NUMBER _____

EXAMINER _____

PROGRAM _____ TEST DATE _____

FOR SCANTRON STAND – ALONE SCANNERS ONLY

15	A	B	C	D
14	F	G	H	J
13	A	B	C	D
12	F	G	H	J
11	A	B	C	D
10	F	G	H	J
9	A	B	C	D
8	F	G	H	J
7	A	B	C	D
6	F	G	H	J
5	A	B	C	D
4	F	G	H	J
3	A	B	C	D
2	F	G	H	J
1	A	B	C	D
C	A	B	C	D
B	F	G	H	J
A	A	B	C	D

EXPRESSION

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APPENDIX H

JOB ASSISTANCE FORMS / JOB PLACEMENT FORMS

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK/TRUCK DRIVING PROGRAM

JOB PLACEMENT ASSISTANCE FORM

NAME: _____

ADDRESS: _____

_____

PHONE #: _____

---

1. What type of job in the trucking industry are you interested in?

2. Would you be willing to relocate?

3. When would you be able to start?

COOPERATIVE TRAINING NETWORK/

TRUCK DRIVING PROGRAM

JOB PLACEMENT FORM

Student's Name: _____ Date: _____

Address: _____ Phone#: _____

Program Completion Date: _____ Date Licensed: _____

1. JOB REFERRALS

a. Company Name: _____

Address: _____ Phone #: _____

Contact Name: _____ Interview Date: _____

Results: _____

_____

b. Company Name: _____

Address: _____ Phone #: _____

Contact Name: _____ Interview Date: _____

Results: _____

1. JOB REFERRALS

a. Company Name: _____

Address: _____ Phone #: _____

Contact Name: _____ Interview Date: _____

Results: _____

_____

b. Company Name: _____

Address: _____ Phone #: _____

Contact Name: _____ Interview Date: _____

Results: _____

_____

1. JOB REFERRALS

a. Company Name: _____

Address: _____ Phone #: _____

Contact Name: _____ Interview Date: _____

Results: _____

_____

b. Company Name: _____

Address: _____ Phone #: _____

Contact Name: _____ Interview Date: _____

Results: _____

_____

1. JOB REFERRALS

a. Company Name: _____

Address: _____ Phone #: _____

Contact Name: _____ Interview Date: _____

Results: _____

_____

b. Company Name: _____

Address: _____ Phone #: _____

Contact Name: _____ Interview Date: _____

Results: _____

_____

b. Company Name: _____

Address: _____ Phone #: _____

Contact Name: _____ Interview Date: _____

Results: _____

_____

APPENDIX I

INDUSTRY SURVEY FORMS

WEST HILLS COLLEGE
A State of California Community College

COOPERATIVE TRAINING NETWORK

TRUCK DRIVING PROGRAM JOB SURVEY

Submitted by: _____

Company Name: _____
Address: _____
_____
Telephone: _____

1. What entry level driving positions are available in your company?

2. How many of the above positions would be replacement positions?

3. What type of driving jobs are these for?

   Statewide _____ Local _____ Dock or Yard ____

   Second Seat ____ Other _____

4. How much experience is necessary for an entry level position at your company?

   None ____ 6 mos ____ 1 year ____

   2 yrs ___ more ____ other ____

   Comments:

5. What are the educational requirements for these entry level positions?

   High school graduate _____ 2 yr degree ____

   4 yr degree _____ Vocational Education ____

   Other ____

6. What specialized credentials or certificates (if any) are needed?

7. What requirements are needed for advancement?

8. What is the starting salary?

Drivers _____ Mechanics _____ Other _____

9. What fringe benefits does your company offer?

Medical Insurance _____ Disability ____
Dental Insurance _____ Retirement ____
Vision Care _____ Profit
Life Insurance _____ Sharing ____
Other _____

10. What different types of equipment do you use?

Bobtail ____ Light semi ____ Heavy semi _____ Vans _____

Doubles ____ Tanks _____ Flats _____ Other _____

11. What type(s) of commodity to you haul?

12. Of the following skills needed for any entry level position, how do the following tasks rate with your company. Please rate them as follow

1 = required 2 = preferred 3 = not necessary

- good spelling _____
- writing ability ____
- ability to understand and follow written instructions _____
- ability to understand the basic State and Federal regulations pertaining to the trucking industry _____
- Basic math skills _____
- Work with little or no supervision _____
- dependability _____
- supervisory skills _____
- good human relation skills _____
- knowledge of safety measures _____
- abilty to understand applicable CDMV regulations _____
- first aid skills _____

13. Mechanical skills (rate them the same as above)

LEVEL I	replace lights _____ grease chassis _____	adjust brakes _____ fix broken wires, loose bolts, etc. _____
LEVEL II	perform full lube service including oil & all filters _____ service air brake systems _____	replace auxiliary components such as Alternators, batteries, starters _____

14. Number of trucks you have in your company?

15. Number of employees? Drivers ____ Mechanics ____ Others ___

16. Number of positions that you currently have openings in?

Drivers _____ Mechanics _____ Mechanics helper _____

Other _____

Please return in enclosed envelope or send to:

West Hills Community College
300 Cherry Lane
Coalinga, CA 93210
Attention: Cooperative Training Network

Truck Driving Survey — November 1989 through January 1990

Of the 850 Truck Driving Program Job Surveys that were mailed out, 55 were returned (or 6.47%).

The surveys revealed the following information:

Number of driving positions available: 158
mechanic positions available: 28
mechanic helpers . .. .: 7

Several of these surveys indicated they were seasonal positions.

Experience required:
4 years (1)
3 years (3)
2 years (15)
1 year (14)
6 months (7) with driving school certification.
Not specified. . . (15)

Education required:
High School (23)
Driving school(7)
No education requirement specified. (25)

Special credentials required:
37 of the respondents indicated they would want drivers with Class A or I License and Medical Card
5 specified they would require DMV Hazardous Materials endorsement.
13 did not indicate their requirements pertaining to special credentials.

1/24/90
jk

PHONE 382-0231

Cascade

DRAYAGE and WAREHOUSING, Inc.

P O BOX 2325
MERCED, CA 95340

June 20,1988

Joe Watanabe
West Hills College
300 Cherry Lane
Coalinga,Calif. 93210

RE: Truck Driver Training Program

Mr. Watanabe,

My company is not located in your college district.We are located a county away.Regradless,we are still experiencing a driver shortage.Your program is one solution to the problem.

My company feels the grant would be in line to help our current industry problem.The more our industry can involve people such as yourself, the faster a solution will come. Hopefully you can set a model that other institutions can draw from.

If we can be of any futhur help on your efforts, please let me know.We are supportative of those who can generate ideas and results to the current driver shortage.

Sincerely Yours

Joel Wallace
President

JW:jt

C.T.I.
COMMERCIAL
TRANSFER
INC.

3449 W. Franklin Avenue
P.O. Box 12004

Area Code 209/275-0444
Fresno, California 93776

June 13, 1988

Mr. Joe Watanabe
West Hills Community College
300 Cherry Lane
Coalinga, California 93210

Dear Joe:

We wish to offer our support concerning your efforts on establishing truck driver training as a part of the curriculum at West Hills. It is our belief such a program is urgently needed for today's market and the future. As an employer of truck drivers for over four generations, we find there is a critical shortage in this field. It is our belief with proper training, these students will learn a skill that will enable them to enjoy a comfortable lifestyle and have a career that will offer them lifetime employment opportunity.

Sincerely,

Tim A. Fortier

Tim A. Fortier
Vice President Marketing and Traffic

TAF/mmh

cc: Tom Bailey

CALIFORNIA
TRUCKING
ASSOCIATION

April 13, 1988

From: Karen Rasmussen, Director of Industry Affairs

Subject: Truck Driver Training

The California Trucking Association is aware of and fully supports the current truck driver training program currently underway at West Hills College in Coalinga.

Programs like this have become vitally important to our industry, and promise to become more so in the years ahead as the trucking industry faces a severe shortage of qualified drivers, mechanics and other workers. A combination of factors--demographics, depressed industry wages, tougher licensing requirements--have led to what many believe is the most serious problem to face trucking in several years. Some predictions are that by 1995, we will have a shortage of drivers as high as 30%.

Several organizations are working on the problem. Within CTA, both our Safety Policy and Public Relations/Education committees are developing materials promoting careers in trucking. A national Driver Shortage Task Force has been formed. And in early May, the Western Trucking Industry Public Affairs Forum will focus solely on the problem of recruiting and retaining qualified truck drivers.

Therefore, we fully support efforts like those at West Hills and would hope to encourage similar programs at other community colleges throughout the state. We believe that working through community resources in this way, we will be able to address the problem of the driver shortage, find and train qualified individuals, and ensure that they will perform in a manner which restores safety to our highways and brings recognition to them as individuals and as a profession.

I would be happy to answer any questions you may have.

67

EL MONTE, CALIFORNIA 91731
3650 ROCKWELL AVENUE
(818) 442-6120

GENERAL OFFICE
WEST SACRAMENTO, CALIFORNIA 95691
1251 BEACON BOULEVARD
(916) 329-3500

HAYWARD, CALIFORNIA 94545
24301 SOUTHLAND DRIVE, SUITE
(415) 783-3870

CALIFORNIA
TRUCKING
ASSOCIATION

West Sacramento
June 2, 1988

Mr. Joe Watanabe, Instructor
W.H.C. Truck Driver Training
West Hills College
300 Cherry Lane
Coalinga, California 93210

Dear Mr. Watanabe:

As a trucking company owner and as President of the California Trucking Association, I strongly support your educational program for Truck Drivers.

Our industry is suffering from a severe shortage of qualified, safe drivers. The situation will get worse over the next seven years as 30% of our current work force will be leaving the Industry. In addition, our tonnages are on a growth pattern.

Demographers tell us the available work force will be flat. We need schools like yours to attract and provide our Industry with people trained in the basics of truck driving. Company Driver and Safety Supervisors can take them to the level at which they will be able to replace the work force which will be exiting our Industry in the future.

If projects like yours are not supported, it will have a serious impact on our state and national economies; not to mention safety for all motorists on the highway.

Safety constantly needs improvement and the best way is to train our drivers at the outset. Your program is excellent and I applaud your personal dedication to your profession.

Best regards,

A.H. Osterkamp, Jr.
President

SANTA FE SPRINGS, CALIFORNIA 90670
12631 E. IMPERIAL HWY., BLDG. C, SUITE 109
(213) 868-9454

GENERAL OFFICE
WEST SACRAMENTO, CALIFORNIA 95691
1251 BEACON BOULEVARD
(916) 373-3500

HAYWARD, CALIFORNIA 94
24301 SOUTHLAND DRIVE, SUI
(415) 783-3870

HASLETT
COMPANY

P.O. BOX 12243 • OAKLAND, CALIFORNIA 94604 • TELEPHONE (415) 534-0350

May 26, 1988

U. S. Department of Education
Office of Vocational & Adult Education

Gentlemen:

Transportation in the United States plays a vital and necessary role in the infrastructure of our nation. Unfortunately, there has been a steady decline in the number of drivers entering the work force. If this decline continues our nation will suffer a severe paralysis in the very basic industry that supplies our daily needs.

West Hills Community College in Coalinga, California has added a truck driver training program to its general curriculum that has promise to ease this growing shortage of drivers. A grant from the federal government to enlarge this program would not only be of benefit to the citizens of California but would be of benefit to the nation as a whole. A grant which would be used to expand and lower the cost of their program makes it more accessible and encourages additional people to consider truck driving as a career.

We urge you to consider a grant to West Hills for use in their training program.

HASLETT TRUCKING

S. M. Haslett III
President

SMH,III:lw

Since 1878

420 California Avenue
Modesto, California 95351
Phone (800) 842-5464

Los Banos, California 93635
Phone (800) 551-9677

Kings COUNTY Truck Lines

1036 South Maple Avenue
Montebello, California 9064
Phone (213) 723-4601

Fresno, California 93721
Phone (209) 233-0873

GENERAL OFFICES
754 South Blackstone Street
Post Office Box 1016
Tulare, California 93275
Phone (209) 686-2857
Nationwide Call 800-VIA-KCTL (800 842 5285)

April 5, 1988

Review Committee
300 Cherry Ln.
Coalinga CA 93210

Attn: Joe Watanabe

Dear Review Committee:

Every day new laws and regulations are being promulgated which more strictly govern the trucking industry. Today's professional driver must now, more than ever, be knowledgeable of this multitude of laws and regulations. Much of this knowledge must be gained in a class room setting. Many larger trucking companies recognize this need and place their newly hired drivers through an extensive orientation program followed by periodic safety training meetings. Many smaller companies are unable to provide this necessary training.

As Director of Safety and Personnel for Kings County Truck Lines I find it more difficult every day to find adequately trained driver applicants. It worries me to know that many of these applicants who have driven truck for several years are severely lacking in knowledge about driving and equipment laws and regulations.

It helps our company if the applicants who come to us have already been adequately trained through attendance at a truck driving school.

Please feel free to contact me should you desire further information.

Very truly yours,

KINGS COUNTY TRUCK LINES

V. Paul Herbert

V. Paul Herbert
Director, Safety & Personnel

VPH:bm

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SMISER FREIGHT SERVICE

8610 Atlantic Ave. • South Gate, California 90280
(213) 773-8902

May 20, 1988

United States Department of Education
Office of Vocational and Adult Education

Dear Sir:

This letter is written in support of a Driver/Mechanic Training Program that is presently being conducted by West Hills College in Coalinga, California. I am the President of Smiser Freight Service, a large California intrastate motor carrier doing business throughout the state. I also am a member of the Board of Directors of the California Trucking Association along with being Chairman of the Public Relations Committee that has responsibility in this area.

I am writing on behalf of Smiser Freight Service, but felt you should know that the Califoria Trucking Association has a serious interest in this same area. Smiser, along with most all trucking companies, has experienced a serious shortage of qualified drivers and mechanics for the last several years; but finding the problem getting worse on a daily basis. I was delighted to find that West Hills College had a program that we as a trucking industry can embrace.

We are presently endeavoring to create an advisory committee comprised of industry experts to assist West Hills College in their program, seeking to improve what is already an excellent program. We will be working with the college on a placement program providing graduates with jobs as well as providing an information base allowing us to review the results of the course.

We are excited to think that such a program exists and that with proper funding it can improve and certify, thus allowing our industry to help solve a serious ongoing problem of driver and mechanic shortages. Please feel free to contact me regarding the College or its course or our support thereof, as I am anxious to see progress as soon as possible.

Sincerely yours,

Allan N. Robison
President

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Viking
FREIGHT SYSTEM
Corporate Headquarters
Suite 110

May 20, 1988

To Whom It May Concern:

This letter is written in support of the Truck Driver Education Programs that have been begun at the West Hills College in Coalinga, California. On behalf of Viking Freight, Inc., the trucking industry, and as a concerned taxpayer, I wish to encourage any financial support that may be provided for such high quality truck driver education programs.

This country is facing a serious shortage of qualified people for the transportation industry. Studies have shown that the results of the baby bust era and other demographic changes within our country, are making it difficult to attract labor into the service sector. Transportation industries in particular are affected by this change. It is important to the economy of the United States that we maintain adequate transportation facilities. Should we allow that portion of the labor market to dry up, it may present difficulties in moving the goods and promoting the economy of this nation.

If there are any questions that I might answer or any other way in which I might assist to see the necessary funding reach this project, please feel free to contact me.

Sincerely,

VIKING FREIGHT, INC.

Terry L. Stambaugh
Vice President, Human Resources

TLS:lr

411 East Plumeria Drive, San Jose, California 95134 (408) 922-7200

APPENDIX J

SAMPLE QUARTERLY REPORT

QUARTERLY REPORT
October - December 1989

TITLE:	Cooperative Training Network (CTN)
ED CONTRACT NO.:	V199A90155
CONTRACT PERIOD:	January 1, 1989 - June 30, 1990 (eighteen months)
CONTRACT COST:	Federal -- $162,607 Non-federal -- $ 83,718
CONTRACTOR:	West Hills Community College 300 Cherry Lane Coalinga, CA 93210
PROJECT DIRECTOR:	Pamela Hawkins Director, College Development Larry Brown Trade, Technical and Industry Division Chairperson

OBJECTIVES:

In addition to providing high quality truck driving training, this project has established a Cooperative Training Network between members of the trucking industry, employment and training agencies, and the community college staff. The project exchanges information regarding educational needs and available human, financial, and material resources, meets the guidelines for establishing skills training support through local training agencies, and produces replicable organizational and training materials.

- During the project's fourth quarter, the Cooperative Training Network Advisory Council continued to meet monthly to discuss issues which affect the trucking industry. (Refer to CTN grant: Plan of Operation, pages 11 & 12.)

  The CTN Advisory Council members stated they would like to have separate meetings dealing with pertinent issues for the Employment and Training Agency representatives and the Trucking Industry representatives, respectively. To accommodate these wishes separate meetings were held in the month of October, a joint meeting was held in November, and separate meetings were scheduled for December. Due to the holidays and conflicting schedules, the Employment and Training Agency representatives were unable to meet in December. There were an average of eight members attending each meeting.

Topics which were discussed at meetings include:

1) Employment & Training Agency Service Matrix
2) On-the-Job Training
3) Industry Hiring Needs
4) Truck Driving Program Survey
5) Program Equipment Needs

Meeting agendas and minutes are included in Appendix A.

- Several different program evaluations were conducted during the fourth quarter of the project. (Refer to CTN grant: Evaluation Plan, pages 28 & 29.) Evaluation methods used this quarter include:

  At the end of the fall semester, students were given an opportunity to evaluate the overall truck driving program, and to evaluate the instructors and lab technician (see Appendix B: WHC Student (Instructor) Evaluations and Appendix C: WHC Student Program Evaluations).

  A Classified Personnel Evaluation was completed in December by Joe Watanabe, Truck Driving Program Instructor, for Paula Arnold, Truck Driving Lab Technician. (See Appendix D: Classified Personnel Evaluation.)

  CTN Advisory Council members submitted evaluations at the end of each meeting (see Appendix E: CTN Advisory Council Evaluation Form Results for October, November and December).

  On December 14, 1989, an industry representative from Truck-a-Way visited West Hills College and evaluated the program's curriculum, driving course and instructors. As of today the report has not been received, but will be included in the next quarterly report.

- Larry Brown attended a videotaping session for Channel 49 in Fresno on November 22, 1989 to discuss and disseminate information about the Cooperative Training Network/Truck Driving Program. Two more videotaping sessions have been scheduled for January 1990 to be aired on Fresno TV Stations 24 and 47. (Refer to CTN grant: Dissemination, page 38.) (See Appendix F: Appearance Confirmation Letters.)

  Articles in reference to the Cooperative Training Network/Truck Driving Project appeared in West Hills College's Spring 1990 Schedule and the October 27, 1989 issue of the college newspaper "The Merlin". (See Appendix G: Articles.)

- On October 31, 1989 the project staff sent out 850 surveys to be completed by the trucking industry. The response rate has

been approximately 5% and has resulted in greater demand for West Hills College's Truck Driving Program graduates. (Refer to CTN grant: Dissemination, page 38.) (See Appendix H: Truck Driving Program Job Survey Form.)

- A high school visitation day was held by the Trade and Technology Division on November 1, 1989. Students toured the automotive and diesel shop facilities at the Coalinga campus of West Hills College and viewed demonstrations including truck driving proficiencies required to pass the California Department of Motor Vehicles driving test. (Refer to CTN grant: Dissemination, Page 38.)

- October, November and December Cooperative Training Network/Truck Driving Project Newsletters were finalized and sent out for dissemination to members of the Advisory Council and the trucking industry in the central valley region during the fourth quarter of the project. This has resulted in a greater awareness in the industry of the project. (Refer to CTN grant: Dissemination, page 38.) (See Appendix I - Newsletters.)

- Larry Brown, Project Co-Director, attended the American Vocational Association's Annual Convention held in Orlando, Florida on December 1-3, 1989. He participated in a booth shared with the Department of Education and distributed approximately 250 program brochures. Also available for dissemination was a how-to handbook containing information about the Cooperative Training Network/Truck Driving Project. (Refer to CTN grant: Dissemination, Page 39) (See Appendix J: AVA Convention Agenda.)

- Project staff members have completed an Employment and Training Agency Student Assistance Services Informational Matrix and an Eligibility Requirements for Student Assistance Services Matrix. (Refer to CTN grant: Plan of Operation, page 10.) The matrices are included in this report as Appendix K.

- Project staff members have attended two seminars during this quarter. (Refer to CTN Grant: Plan of Operation, page 12.)

  On November 7, 1989 Tammy Weatherman, Project Assistant, attended a Managing Multiple Demands seminar held in Fresno, California. The seminar was geared towards helping participants set goals, organize paperwork, and develop skills for maximum productivity. (See Appendix L: Certificate of Achievement.)

In an effort to keep up-to-date with maintenance and safety issues involving the trucking industry, Joe Watanabe, Project Instructor, has been attending a three day workshop entitled "Safety Coordinator's Course" held in Sacramento, California. The three days were scheduled to be held one day a month in October, November and December, with the December class being postposed until January 16, 1990. At the completion of this workshop Mr. Watanabe will receive a Certificate of Completion. (See Appendix M: Program Agenda).

- Cooperative Work Agreements were sent out October 23, 1989 to be completed by the Cooperative Training Network Advisory Council members. (Refer to Plan of Operation, Expected Outcomes, Page 16.) At the end of December a total of nine Cooperative Work Agreements have been completed and returned by Employment and Training Representatives from SER/Jobs for Progress, the Private Industry Council, the Kings County Job Training Office, the Fresno Metropolitan Regional Occupational Center/Program, the Central Labor Council/Displaced Worker Project, and the Hanford Employment Development Department, and by trucking industry representatives at J & D Trucking, Wills Trucking, and Commercial Transfer, Inc. (Refer to CTN grant: Plan of Operation, Page 10.) We expect to receive at least five additional Cooperative Work Agreements from trucking industry representatives. (See Appendix N: Cooperative Work Agreement Forms.)

- At the end of December 1989 appoximately 78 students have been enrolled with 65 being assessed. Of these 65 students, 37% were minority and 49% were either handicapped, female, or otherwise disadvantaged. These figures are well within the projected percentages. (Refer to CTN grant: Plan of Operation, page 17.)

- At the end of the Fall 1989 semester, 17 students have completed the truck driving course. Of these 17, 14 (82%) have successfully obtained Class A licenses.

- June Kennedy, Job Developer/Recruiter, joined the Cooperative Training Network/Truck Driving Project staff in October 1989. She is contacting all area high schools and vocational programs within a 100-mile radius with information about the truck driving program. See Appendix O: Recruitment Overview.)

- At the end of the 4th quarter 67% of the Cooperative Training Network/Truck Driving Program grant has been expended. See Appendix P: CTN Financial Status Report.

APPENDIX K

PROJECT ADMINISTRATIVE CONTROLS

ATTACHMENT A

_____
Fiscal Year

WEST HILLS COMMUNITY COLLEGE DISTRICT

BUDGET INPUT FORM

Discipline _____ Division/Department _____

*Site # _____ Cost Center # _____ *Project # _____

Requested By _____ Approved By _____
Division Chair/Director/Manager

_____
Dean

1000 Certificated Salaries

	Name	Position	FTE	Amount
1.				
2.				
3.				
4.				
TOTAL				

2000 Classified Salaries

	Name	Position	FTE	Amount
1.				
2.				
3.				
4.				
TOTAL				

3000 Employee Benefits

	Classification	FTE	Total Salaries	Rate/ Amount	Amount
3100	S.T.R.S.				
3200	P.E.R.S.				
3300	O.A.S.D.H.I.				
3400	H. & W.				
3500	U. I.				
3600	W.C. I.				
TOTAL					

FIXED BUDGET TOTAL

* See Chart of Accounts

WEST HILLS COMMUNITY COLLEGE DISTRICT
ADDITIONAL PERSONNEL BUDGET REQUEST
FISCAL YEAR 1990-91

APPROVAL, DIVISION CHAIRMAN, DIRECTOR OR MANAGER _____ DATE _____ CAMPUS _____

APPROVAL, DEAN _____ DATE _____ ACTIVITY CODE _____ RESP. CODE _____

OBJECT CODE	OBJECT CODE DESCRIPTION	EXPLANATION OF NEED, ADDED SERVICES REQUIRED:	1990-91 $ REQUESTED	NO. FTES SERVED BY REQUEST	ACTIVITY PRIORITY RANKING	DIVISION PRIORITY RANKING
ADDITIONAL PERSONNEL REQUEST TOTAL:						

BEST COPY AVAILABLE

WEST HILLS COMMUNITY COLLEGE DISTRICT
EQUIPMENT BUDGET REQUEST
FISCAL YEAR 1990-91

APPROVAL, DIVISION CHAIRMAN, DIRECTOR OR MANAGER _____ DATE _____ CAMPUS _____

APPROVAL, DEAN _____ DATE _____ ACTIVITY CODE _____ RESP. CODE _____

OBJECT CODE	OBJECT CODE DESCRIPTION AND ITEM DESCRIPTION:	1988-89 ACTUAL	1989-90 BUDGET	1990-91 REQUEST	NO. FTES SERVED BY REQUEST	EXPLANATION OF NEED:	NO. ON HAND	ACTIVITY PRIORITY RANKING	DIVISION PRIORITY RANKING
	EQUIPMENT TOTAL:								

WEST HILLS COMMUNITY COLLEGE DISTRICT
SUPPLIES AND SERVICES BUDGET REQUEST
FISCAL YEAR 1990-91

APPROVAL, DIVISION CHAIRMAN, DIRECTOR OR MANAGER _____ DATE _____ CAMPUS _____

APPROVAL, DEAN _____ DATE _____ ACTIVITY CODE _____ RESP. CODE _____

OBJECT CODE	OBJECT CODE DESCRIPTION AND ITEM DESCRIPTION:	1988-89 ACTUAL	1989-90 BUDGET	1990-91 REQUEST	NO. FTES SERVED BY REQUEST	EXPLANATION OF NEED:	ACTIVITY PRIORITY RANKING	DIVISION PRIORITY RANKING
	SUPPLIES AND SERVICES TOTAL:							

BEST COPY AVAILABLE

MONTHLY RECONCILIATION

DATE: _____

ACCOUNT NAME: _____ BUDGET NUMBER: _____

ACCT. #	DESCRIPTION	BUS. OFFICE	CTN BUDGET	DISCREPANCY	NOTES
1110	Instructor				
1210	Adm. & Supervisors				
	TOTAL CERT. SALARIES				
2120	Classified - Regular				
	Students				
	Part-Time				
	TOTAL CLASS. SALARIES				
3110	STRS				
3131	STRS				
3222	PERS				
3310	M/C				
3322	OASDI & M/C				
3410	H & W				
3422	H & W				
3431	H & W				
3510	U/I				
3522	U/I				
3531	U/I				
3610	W/C				
3622	W/C				
3631	W/C				
	TOTAL EMP. BENEFITS				
4310	Supplies/Instruct.				
4590	Supplies/Non Inst.				
5110	Professional Services				
5210	Travel/Conf./Mileage				
5310	Dues, Memberships				
5520	Fuel				
5940	Postage				
6419	Equipment				
	Indirect Costs				
	TOTAL MONTH				
	YEAR TO DATE				

FRINGE BENEFIT WORKSHEET

CERTIFICATED

POSITION: _____

NAME: _____

SALARY: $_____ $_____

			PER MONTH	PER YEAR
1.	STRS	- .0825	_____	_____
2.	Unemp. Insurance	- .0005	_____	_____
3.	Workman's Comp.	- .02	_____	_____
4.	Medi Care	- .0145	_____	_____
5.	Income Protection	- .0045	_____	_____
6.	Prudent Buyer I	-	388.00	4656.00
7.	Dental Plan	-	52.90	634.80
8.	Vision Care Plan	-	15.20	182.40
9.	Life Insurance	-	11.00	132.00
10.	Personal Accident	-	1.35	16.20

TOTAL FRINGE BENEFITS $_____ $_____

@_____% OF $_____ = $_____ $_____

WEST HILLS COMMUNITY COLLEGE

EMPLOYEE TIME REPORT

Name _____ Assignment _____ Month _____ 19 ____

MONTH	DAY	IN	OUT	IN	OUT	IN	OUT	IN	OUT	TOTAL HOURS
_____	21									
	22									
	23									
	24									
	25									
	26									
	27									
	28									
	29									
	30									
	31									
_____	1									
	2									
	3									
	4									
	5									
	6									
	7									
	8									
	9									
	10									
	11									
	12									
	13									
	14									
	15									
	16									
	17									
	18									
	19									
	20									

HRS. X $ = $

Time cards are to be submitted no later than the 20th of each month.

I hereby Certify that I have worked for the West Hills Community College District on all regularly assigned days.

_____ Signature

_____ Approved (Supervisor)

_____ Approved (Division Head/Dean)

WHC Form # 136

WEST HILLS COMMUNITY COLLEGE DISTRICT
CONFERENCE AND TRAVEL EXPENSE CLAIM

NAME | TRAVEL MONTH | BUDGET CLASSIFICATION

DATE	MILEAGE – DESTINATION & PURPOSE	NUMBER OF MILES
	Automobile Mileage Allowance — Total Miles _____ @ _____	$

AUTHORIZED MEETINGS OR CONFERENCE

DATE	DESTINATION – PURPOSE	SUBSISTENCE CLAIMED		Transportation*		REGISTRATION*	MISC	TOTALS
		FOOD	LODGING*	VIA	AMT			

*Receipts for lodging registration and air travel required

EXPENSES $ _____

MILEAGE $ _____

TOTAL CLAIM $ _____

SIGNATURE OF CLAIMANT

APPROVAL – DEAN OF BUSINESS SERVICES

DEPARTMENT HEAD/SUPERVISOR

WHC Form #127

WEST HILLS COMMUNITY COLLEGE

TRAVEL REQUEST

TRAVELLER'S NAME (FIRST / INIT.)	DIVISION OR AREA
TRAVELLER'S POSITION TITLE	ACCOUNT NUMBER

PURPOSE OF TRIP

TRAVELING WITH WHC EMPLOYEES (NAMES)

NAME OF CONFERENCE | LOCATION (CITY & STATE) | DATE(S)

SPONSORING ORGANIZATION (NATIONAL-REGIONAL-LOCAL)

ESTIMATED TOTAL EXPENSES

- ☐ TRANSPORTATION
- ☐ FOOD ☐ PER DIEM ☐ ACTUAL
- ☐ LODGING ☐ SEND CHECK
- ☐ REGISTRATION FEES ☐ SEND CHECK
- ☐ MILEAGE
- ☐ OTHER

TOTAL $

AMOUNT $

SPECIAL INSTRUCTIONS

TRANSPORTATION TO BE USED

FROM CITY AND STATE	TO CITY AND STATE	MODE OF TRAVEL	DEPARTURE DATE	DEPARTURE TIME	ARRIVAL DATE	ARRIVAL TIME

TRANSPORTATION RESERVATIONS DESIRED

☐ YES ☐ NO (AIR ONLY)

RENTAL CAR AUTHORIZED ☐ YES ☐ NO

RESERVATION DESIRED ☐ YES ☐ NO

USE OF PERSONAL CAR

- ☐ TRAVELER REQUESTED
- ☐ COLLEGE REQUESTED

ESTIMATED MILEAGE _____

INSURANCE CERTIFICATION

MILEAGE ESTIMATED WILL BE DRIVEN IN MY PERSONAL CAR FOR WHICH THERE IS INSURANCE IN EFFECT WHICH INCLUDES PUBLIC LIABILITY AND PROPERTY DAMAGE COVERAGE

OPERATOR'S SIGNATURE DATE

(OFFICE USE ONLY)

REQUESTOR'S SIGNATURE / DATE	DIVISION HEAD SIGNATURE / DATE	BUDGET HEAD SIGNATURE / DATE

ACCOUNTING

FUNDS AVAILABLE	AMOUNT ENCUMBERED	TICKET NO	RECEIVED BY	DATE
☐ YES ☐ NO	$	168		

FM 573 A (10/81)

WHITE TO ACCOUNTING CANARY TO ORIGINATOR PINK TO BUDGET HEAD

WEST HILLS COMMUNITY COLLEGE DISTRICT
TRANSPORTATION REQUEST

This form shall be filed with the Dean of Administrative Services by person desiring transportation. Unless emergency, requests must be made at least one week in advance.

DATE OF REQUEST _____ DATE OF PROPOSED TRIP _____

DESTINATION _____

PURPOSE OF TRIP _____

_____

TIME WILL LEAVE COALINGA _____ TIME WILL LEAVE DESTINATION FOR RETURN TRIP _____

APPROXIMATE TIME OF ARRIVAL IN COALINGA _____ NUMBER ON TRIP _____

SCHOOL GROUP _____ INSTUCTOR IN CHARGE _____

EQUIPMENT DESIRED _____

BUDGET CLASSIFICATION NUMBER _____

APPROVED _____ APPROVED _____
Division Chairperson Dean of Administrative Services

APPROVED _____
Dean

TRANSPORTATION SUPERVISOR'S REPORT

EQUIPMENT USED _____ DATE TRIP MADE _____

CONDITION OF EQUIPMENT: BEFORE DEPARTURE _____
UPON RETURN _____

DRIVERS ASSIGNED _____ HOURS WORKED: Driving Time _____
Waiting Time _____

MILEAGE IN _____

MILEAGE OUT _____ NO. OF CREDIT CARDS ISSUED _____

TRIP MILEAGE _____ NO. OF CREDIT CARDS RETURNED _____

WHC 140

PURCHASE REQUISITION

		P.O. NO.		REQ. NO.	1105
	DIVISION	DATE REQUIRED	DIVISION APPROVAL		DATE APPROVED
BE CHARGED			BUDGETARY UNIT HEAD APPROVAL		DATE APPROVED
	BOARD APPROVAL DATE	TERMS	BUDGET APPROVAL (BUSINESS OFFICE)		
VENDOR	STREET, CITY, STATE			PHONE NO.	

ACTUAL VENDOR (PURCHASING DEPT. USE ONLY)

STATE ZIP CODE | SHIP VIA | DELIVERY LOCATION CODE

ITEM NO.	QTY	CATALOG NO. AND FULL DESCRIPTION	REQUISITIONS ESTIMATED COST		PURCHASING DEPT. USE ACTUAL COST	
			UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT